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Today's Home Living



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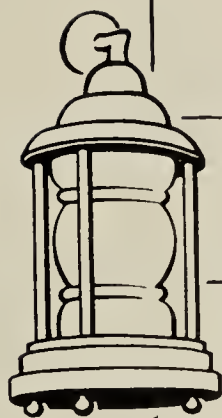




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*Today's Home
Living*



Today's Home Living



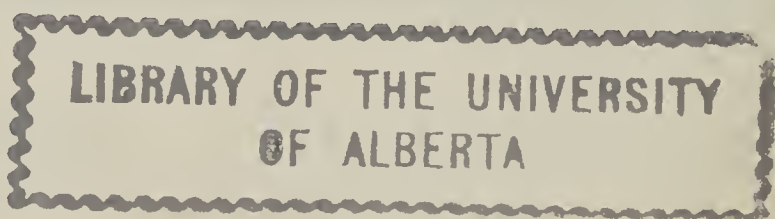
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Preface

H. E. E.
Taylor 280
TODAY'S HOME LIVING, a high school text in home economics, treats of the family and its relationships within the home and the community; the guidance of children and the directing of their development toward maturity; housing; home management; family economics; and family and community health. The scope of home economics is too great to permit a thorough treatment of all its areas in any one book. Since the beginning, the areas, foods and clothing, have dominated the field of home economics and have been in the part, as they are now, ably and thoroughly presented in books for high school pupils. Thus these are not included in this book as such. Subject matter from foods and clothing, however, has been included as problems or parts of problems in cases where the inter-relationship of areas was desired.

Dr. K. R. Taylor
All the units in this book have been tested and retested. Only those units and problems have been retained that were found to meet the needs and interests of the high school girl, in the judgment of a wide number of teachers and their pupils. An effort has been made to show the interrelation that exists between home economics and other subject matter areas and to assist the teacher in breaking down artificial barriers or dividing lines among fields of knowledge.

Today's Home Living has been developed according to the unit, problem plan of organization, which is widely accepted as contributing to ease of learning and effective teaching. Each unit in the book represents an aspect of home living, common and significant to many people everywhere. The mastery of a unit contributes to preparation for effective and desirable participation in family life.

Each unit begins with a brief presentation planned to create interest and stimulate the desire of further study. The problems which follow divide the unit into assignments suitable for one or two days' lessons. These problems are typical of those commonly met by persons and families today in their home living. They afford the pupil opportunity to develop judgment and reasoning power and desirable appreciations

and attitudes. Each problem ends with suggestions for further application of the ideas presented through active participation of some type by the pupil. Each unit ends with a list of suggested activities, which are related to the unit as a whole and designed to integrate and round out the pupil's learning experiences. Reading lists of books for the pupil are placed at the close of each unit. These have been selected because they bear on the unit and are on the level of the pupil.

Of increasing importance in the preparation of today's textbooks are the vocabulary used and pictorial aids included. *Today's Home Living* meets these newer standards by (1) using a simplified vocabulary, except where essential technical terms are introduced, and (2) presenting a wealth of interesting and useful photographs, charts, and drawings. Both of these features will be greatly appreciated by the teacher, as they make a text usable and enjoyable.

This is the fourth edition of a home economics book, first published in 1929 as *Problems in Home Living*. The hearty reception accorded it led to the later editions in their turn. Each revision has been in effect a new book, although the general scope of subject matter and the plan of organization have remained the same.

We wish to express grateful appreciation to colleagues and friends who have helped us in the revision in various ways. We would also acknowledge our indebtedness to many teachers and pupils for enthusiastic acceptance of our previous efforts and for their helpful suggestions and cooperation. We owe thanks also to those who have so generously given permission for the inclusion in the book of quotations and pictures and furnished us with photographs. Invaluable services rendered to us by people whom we have not even met are gratefully acknowledged.

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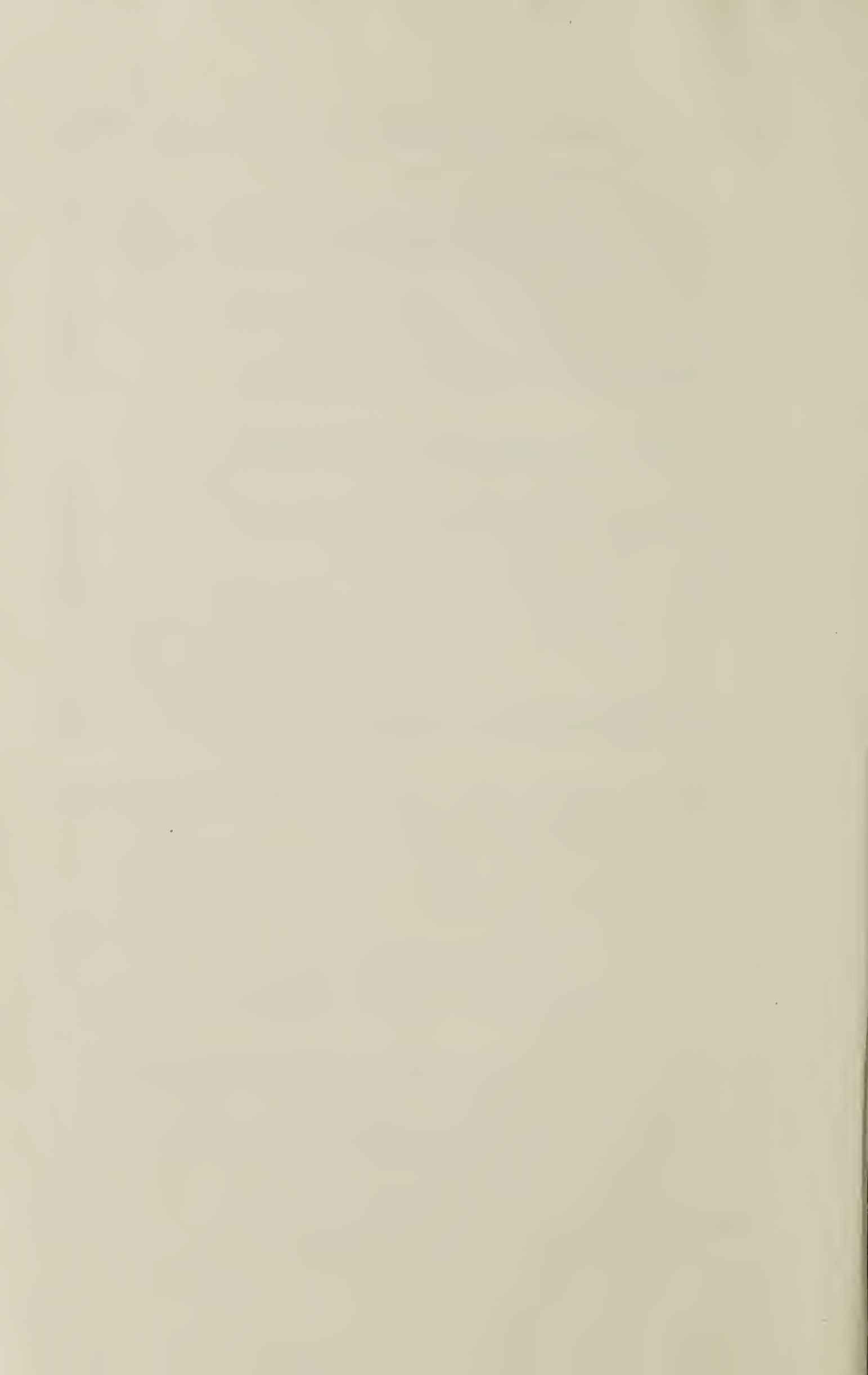
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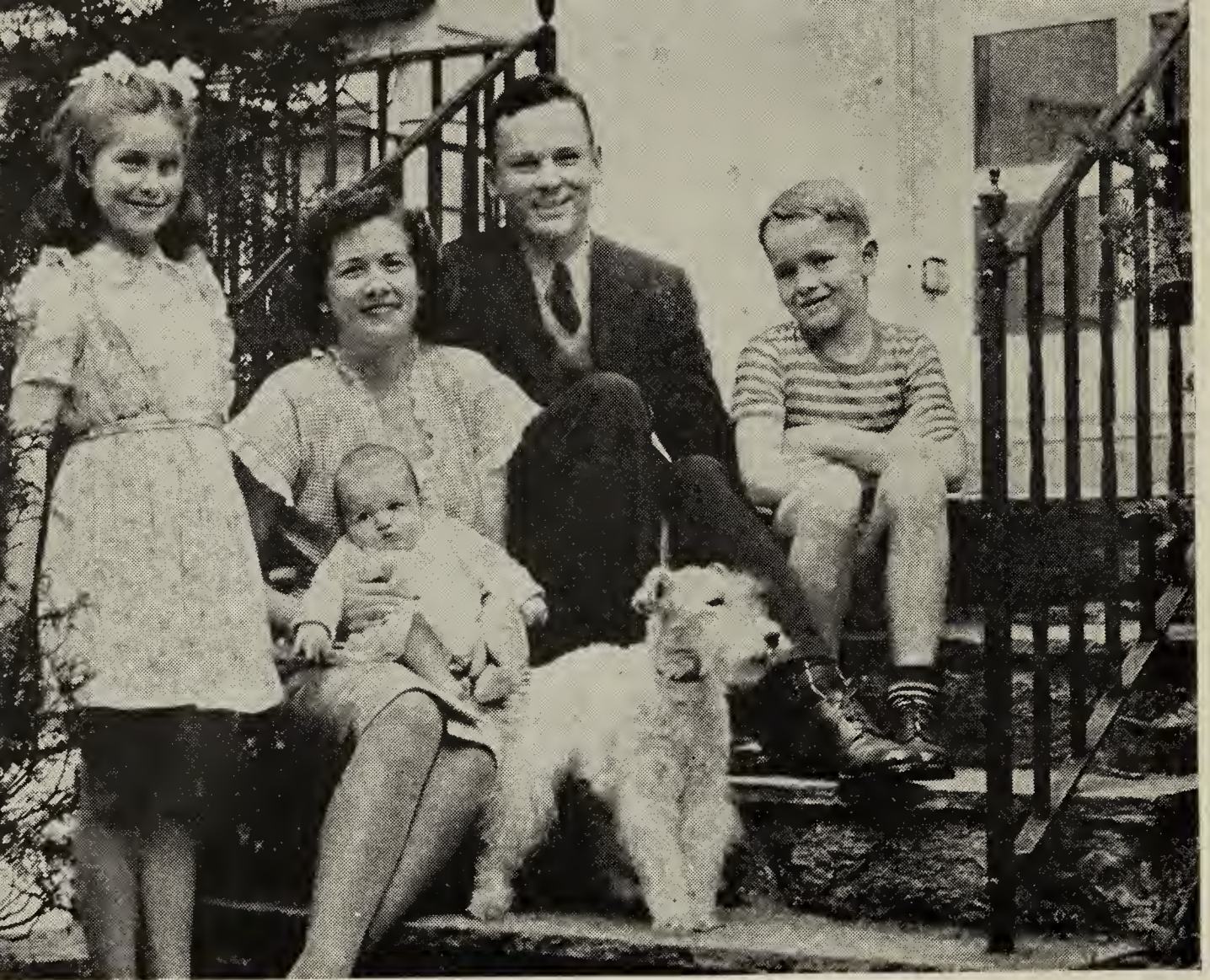
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*Today's Home
Living*



The Prudential Life Insurance Company of America

Unit 1 . . . The Successful Family

IF YOU were asked to define the term “family,” just how would you phrase your reply? A dictionary states as its definition “a group of persons including father, mother, and children.” This may seem to convey only part of your idea of a family. If you had facilities at hand to ascertain just how economists formulated their definition of the family, you might find it termed ¹ “a related group living together, sharing a common dwell-

¹ Hazel Kyrk, *Economic Problems of the Family*, Harper and Brothers, New York, 1933.

ing, a common table, and a common purse.” The sociologists agree that it is a “social institution” or “a mutual-aid institution,” but this in turn will mean little to you unless you have studied sociology and know something of what are regarded as social institutions and something of how they came to be. It is said that “institutions are permanent clusters of ideals, customs, laws. . . . An institution, like the law, has to meet two needs . . . it must be serviceable to society; it must also inform a groping individual what, according to racial experience or national experience, he wants, and hold him to that meaning. . . . The institution of the family must interpret to him his instincts of sex and parenthood.”¹

Perhaps from all these statements we may gain an understanding of the family, even though the phrasing of a definition may still be difficult. The family is a social institution of a characteristic pattern, in which men and women find an interpretation of the instincts of sex and parenthood with opportunity for growth through a shared life as husband and wife and through shared experiences as parents. The family experience then extends through the span of life. It begins for the child when he is born into a family and brings to his father and mother their shared experience of parenthood. It extends for him through his babyhood, his school days, and on to the time when he becomes independent of his parents. Then for a space of time his family experience may seem at a standstill, but actually it remains a rich and vital part of his life. Eventually he enters a period of courtship in which his thoughts are turned toward his family-to-be. With his marriage, a new family is founded. The cycle of family life begins anew as he and his wife find interpretation first of the sex instinct and then of parenthood. You will find the various stages of the family cycle shown on the pages of your daily newspaper. The engagement and wedding announcements fill many columns. The birth notices, too, are given prominent positions. There are sad statements of families broken by divorce and death. Much of the paper is given over to news about families.

¹ William Ernest Hocking, *Human Nature and Its Remaking*, Yale University Press, New Haven, 1929.

Problem 1. **What determines our family pattern?**

If you were to fly over a village in an airplane you might comment, "That town stretches out like a quilt. Each place seems as if it were a block pieced in a Cape Cod cottage-garden-garage pattern." This phrases very well a fact we have all frequently noted. The physical equipment of our present-day homes tends to fall into definite patterns. To a marked degree this is also true of the family groups that live within these homes. We may speak of this similarity or likeness of family groups as the "family pattern."

Definite family patterns exist. The family pattern is not the same for all races nor for all time. There are many patterns for family life, yet usually only one pattern prevails anywhere at a given time. The community or nation may be said to be like a quilt with a planned pattern repeated over again and again.

An exhibit of quilts pieced by women of colonial days was held in an art museum recently. One quilt was named "King Solomon's Star." One large star with points made of one thousand gayly colored pieces, radiating from a large center circle to the edges of the quilt, spread its glory out on a tan background. This might be regarded humorously as typifying the family pattern of King Solomon and his thousand wives and concubines—a pattern not unusual in ancient times, for rulers, at least, and copied on a smaller scale by others. Another quilt consisted of twelve "star blocks," each star made up of many pieces of one certain color, shading from dark to light. Various colors were used for the blocks. This was called "Star of the East" and might represent the family in the Orient. There the family includes the grandparents; the parents, with their unmarried children, their married children and their families; and any distant relatives who have no closer family bond. All of these are housed in one establishment and are ruled by the grandfather or great-grandfather, should he be alive. There is one dominant note in this pattern and that is the regard for the family which manifests itself first as ancestor worship and, second, as a concern that there be many children to continue the family pattern. This colors all family relationships. Can you explain why? The individual becomes entirely a part of the family pattern, submerg-

ing his individuality in that of the group, just as the quilt piece became a part of the star.

In the exhibit there was one quilt before which people paused and exclaimed with pleasure. It had for its pattern a blue basket with pink roses sewed on a white background. In a way this might be said to typify the family pattern of our civilization. The white background would represent the mutual love and respect of the family members; the basket would represent the established home with an adequate income; and the roses would represent the members of the family: father, mother, and children. No block in the pattern seemed overshadowed by another, and each flower had its distinct color and its own place.

Our family pattern has definite characteristics. Our family pattern includes husband and wife, with a child or children, bound together by love and respect. In this family the rights of the individual are fully recognized; interests that are broad and varied are cultivated and shared. Frankness and freedom prevail but are tempered in the first case by understanding and insight, and in the second by affection and responsibility. The parents work together in close harmony, and obtain the hearty cooperation of other family members in efforts to provide for the full development of each individual in the group.

If you study the families in your community, you will note that many of them are successful. To return to our illustration, all parts of the pattern are found in these families, properly assembled, with a background of mutual love and respect. There are other families in which the pattern is incomplete in some regard: the childless family of the wedded couple and the family composed of the unmarried business woman and her mother. There are also many families that have no established homes, and still others have no economic security. There are families, once complete, in which the pattern has been broken. Perhaps the father or mother has died. Divorce or separation sometimes breaks the pattern.

There are still other families that remind one of the work of childish fingers on a patchwork block. The pieces are all there, but the pattern is lost in the muddle of poor adjustments between the various members, or between some member or members and the



Massachusetts Society of the Colonial Dames of America

The Loring sampler records in painstaking stitches the pattern of an early American family. In those days the death rate of mothers was high, so it was not uncommon for a man to outlive three wives.

environment. There is no open break, but a casual visitor may easily be aware of the unhappiness and dissatisfaction that exists. What may have caused the confusion of such a block? How may it be put in order? How may one avoid such muddling? Only by a thoughtful study of the present family, its background, and its relationships may we hope to find the answers to these and other questions that may puzzle us.

The political and social order in which the family shares influences its pattern. Our ideas on what is right and proper concerning the family are largely shaped by the written laws and the social code of our society. We hold it right that in a family there shall be one man and one woman in the relationship of husband and wife. In another group with widely different laws and social codes, a man may have three, five, or ten wives. In one social order, the man is regarded as the head of the house; that is, the family life is patriarchal, "pater dominated." In another social order the mother is the head of the family, and family life is largely matriarchal, "mater dominated." In a democracy, in which the worth of each individual is recognized, it is to be expected that family life will be directed by the parents with full regard for their children.

In one social order, marriages are arranged by the parents of the man and the woman, with little consideration of their personal desires. The desirability of the young woman as a bride may be largely influenced by the dot or dower which she brings to her husband. In this country, a marriage is regarded as primarily the concern of the man and the woman thus involved, and although family counsel may be sought, its dictates are rarely accepted. Also, our social order does not lead us to expect the bride to bring her groom a dower but rather that the man shall show evidence of his economic ability to support a family.

In one social order, the ages of the persons marrying may be of eight, ten, or twelve years. In ours, persons who marry are supposed to have reached maturity. These are some of the ways in which the social and political order influence the founding of families.

The conduct of family life is likewise shaped by pressures from the social order. It may be right and proper for both the man and the woman to share in the support of the home, or this responsi-

bility may be definitely assigned one or the other, by group opinion. The children who are of school age may be reared in the home, or they may be sent to boarding schools, according to what is deemed proper in their group. The importance attached to family life may lead one social order to make special grants to dependent families so they may continue as the sustaining unit for their children. In another order, provision may be to place children of families too poor to provide for their physical needs into public institutions, disregarding the value of family life. In one social order, the emphasis may be on "plain living and high thinking"; in another, it may be on the amassing of wealth and worldly goods. In each of the cases cited and in many others that may come to your mind, forces exerted by society tend to shape the pattern of family life. The family, in turn, tends to interpret and pass on to its members the pattern to which its life has been shaped. Sometimes it modifies the pattern in some way, but such changes come only with difficulty.

The ideals of the region and the community influence the family pattern. People engaged in research point out that our family pattern is determined in part, as has already been suggested, by the ideas held in our community and our part of the country of what family life should be like. From our grandfather's family, from our minister's family, from all the families in our neighborhood, we learn much about family life. If we watch children playing "house," we find that many examples of family life are being sketched into the child's mind by observations he has made on how people live together in families. The little girl playing "mamma," who talks constantly about her children and what a care they are, her clothes and how dreadfully expensive her husband John thinks they are, her difficulty in finding satisfactory help for home tasks, and her need to get back home soon because "John just can't stand to have his dinner late," tells us what she is learning about the family pattern right where she lives.

As children become older their contact with the community increases, and with this there comes further awareness of what families are like in our community, our state, and our country. The film seen this afternoon, the radio program that came on as the

dial was turned, the books and magazines read after dinner—all make their contribution to what youth accepts as a normal pattern for family life for a given community, state, or nation.

Certain attitudes are important. Especially are the attitudes of the man and the woman who establish a family important in determining the development of the family pattern. Among the attitudes found to have the greatest influence on what the individual accepts as right and good in a family pattern are those held in regard to the value and worth of other individuals. Persons should be recognized as possessed of a certain dignity and worth, regardless of "age, sex, or previous condition of servitude." It should be possible for us to establish some relationship with them other than a dominant or possessive one. Respect for individuality makes husbands and wives considerate of each other and of their children. Other attitudes that affect the family members include those held toward health, child rearing, discipline, punishment, and provisions for developing responsibility. The attitude toward sex is important. Mating is the physical basis of the relationship the man and woman accept when they establish their home. If the attitude toward sex and mating is sane and wholesome, the possibility of a continuing satisfying partnership is good. If the attitude toward sex is largely instinctive, like that of animals, or morbid, a destructive element is brought into the family relations. Because the importance of this attitude is so often overlooked, a more detailed consideration will be given to it later.

The attitudes held toward the home and family are important, too. Unless all those sharing in the partnership of homemaking have respect for the job and faith in what may be created by working and planning together, a necessary part of the family pattern is lacking. It is as if there were no substance to the stems of our flowers, to revert to our consideration of the quilt pattern. Then the blooms may be there, but the stalk and stem that relate them to the whole pattern is gone. They tend to drop down and perhaps fall outside the basket of home. Likewise, unless those sharing in this partnership recognize the values of democracy and accept the responsibility of sustaining them, the background of the American home is threatened.

The pattern that a family follows is influenced by the personal characteristics and the personal philosophies of the husband and wife. Honesty, responsibility, integrity, faithfulness, attitude toward work and toward life, cooperativeness, concern with growth, and maturity are among characteristics regarded as important. Why is the last item so important? Have you ever seen parents who seemed as childish as their children over differences of opinions: women of forty who acted like girls of fourteen, men of sixty who behaved like youths of twenty? Why do these people constitute problems in family patterns? Further consideration will be given these points later. The possession of desirable characteristics is essential if desirable provision is to be made in the family for satisfying relationships and contentment.

Certain modifications are appearing in the American family pattern. The change that is most evident is in the personnel of the home. The family circle is smaller than in pioneer days. Gone from the family circle are those extra members who once provided the safety margin of human energy or endeavor by which colossal tasks were achieved. The old-maid aunt—who helped with butchering, preserving and canning, and the sewing—the deaf second cousin, and the other persons once tolerated in the home have found employment as clerks, practical nurses, teachers, telephone operators, or factory workers. Today's family tends to include only the parents and their children. There are, of course, still many families which have aged grandparents within their circles, but the number is very small.

There is at present wide acceptance of the limited family of one, two, or three children. One rarely finds the family of eight to twelve children, once so common. The way a large family is today tolerated rather than envied shows rather pointedly this change in attitude. The higher scale of living and the present way of life have largely brought about this change in the size of the family group. However, even today surveys indicate that families desire an average of three children. Also important, but merely to be touched upon, is the influence exerted by the age at which young persons marry and found their families. A hundred years ago many young couples were married in their teens. By the time they were thirty

they might have had families of six or eight children. Today the educational requirement for many lines of work is so lengthy that men can scarcely complete their preparation until they are thirty or thirty-five. Often the wife is about the same age as the husband. Both of them may have been earning and may have a high scale of living and a long list of "wants" firmly established before they are married. It seems difficult for them to revise their way of living so that they can provide for more than one child. Thus, when their child is of high school age, his parents may be in their fifties. There is a wide gap between the parents and the child which may be difficult to bridge. The difficulty of getting a job causes a delay of marriage on the part of many people.

The most important change in the personnel of the family is not one of number or of age but one of position. Books have been written on the effect the changed position of women has had on family life. A century ago, when women were excluded from most colleges, from most wage-earning activities, and from certain rights of citizenship, they spoke of their husbands as their "lord and master" and often, too, referred to themselves as "poor little me." The social force of the time was toward a family which was far from a partnership. A widely printed verse of the eighteen-forties gives this picture:

The father gives his kind command,
The mother hears, approves;
The children all attentive stand,
Then each, obedient, moves.

Today the school doors are open wide to women, and industry and the professions afford opportunity for women to be "gainfully employed." Women are citizens as well as men and share in the rights and responsibilities of making democracy work. A woman from such a background tends to assume that a family is a democratic partnership in which each will share fully. In a modern family the husband may have in his heart and mind the dream of the pattern of his father's family life with its acceptance to masculine authority and its emphasis on masculine comfort. The wife may be thinking of the pattern of the family life of her daughter-

to-be, in which there will be emphasis on partnership, mutual respect, and mutual consideration of the man and the woman, each for the other. The difference in these two viewpoints may be so great as to spell disaster unless reasonable adjustments are made by both the husband and the wife. Satisfactory adjustments are based on unselfish love, respect for the other person as an individual, and a willingness to strive toward a working partnership that is truly democratic.

Education for family life is important. The understanding on the part of the man and woman who establish a new family of what a desirable family pattern is will influence largely their success in their undertaking. Only as people understand what they are trying to do, can they do it wisely. Increasingly we realize the need of all youth for education in regard to home and family living. If we wish a well-organized and sustained family pattern, we must have our education brought into focus on the most important area of life—life within the family. Much of this education can best be given within the family. It is concerned with human values and human satisfactions. Sometimes it is said that the whole problem of learning to live is a matter of learning where to place emphasis. If this is true, family life deserves a major place in our list of what to emphasize. Education in family living received at home and the directed study of home and family living at school afford means of understanding our family pattern and ways and means of sustaining it.

For your thinking and doing

1. Present the family pattern in another country, as India, France, Turkey, or China.
2. Classify, without using names, five families you know well, as to complete, incomplete, broken, and muddled patterns. Suggest a reason for the condition in each case.
3. Give examples of families from books that you have read and from moving pictures that you have seen for each type of family pattern.
4. Without using names, describe three persons who have created problems in the development of satisfactory family patterns. Indicate possible solutions for these problems.

- 5. What do you consider desirable characteristics of the American family pattern? In what ways would your list differ from one a high school girl 50 years ago might have made?

6. Describe the average family in your community. Points to be covered include character of neighborhood—urban or rural; size of family; number of children; size of income; relatives living with the family; and employment of mother outside the home.

7. What are three moving pictures you have seen that show a present-day family whose ideals, background, and activities are widely different from your own? Point out the differences you have noted, offering such explanation as you find for them.

Problem 2. **Why is family life important to the community?**

Present-day living is speeded up until each person is subjected hourly to numerous stimuli that bring tension and stress. The pace is so hard that it wears us out unless our family life equips us to select that to which we will attend and also affords us the means of rebuilding ourselves. The need is not only for physical strength but also for moral vitality and emotional maturity. The community and the state are dependent on family life for citizens who will have these qualifications and a willingness to help shape our national life.

Healthy people are needed by society. Studies made at various times have all indicated that the health and general sturdiness of the American people, although superior to that of the people of many other countries, are still far below an acceptable level. In numerous cases the defects are the result of malnutrition, caused by poor food habits, insufficient rest, and lack of exercise, all of which are largely determined by family life. Good nutrition, however, is only part of the pattern for a sturdy people. Family members may have defects that could be corrected by medical or dental attention, as poor vision, infected tonsils, and poor teeth. We know that in some instances the lack of money for food or medical and dental care affects adversely the well-being of the family members. In such cases the resources of the family must be supplemented by funds from the community, state, or nation. In many families

where the income is adequate, the nutrition and health of the members are poor because they do not know the foods that are needed or the health habits that should be established. Before these families can contribute a sturdier people, they must be educated concerning their physical well-being and interested in improving it. In some homes, families seem to have passed the point of caring much about their vigor and sturdiness. We need to consider ways and means of having fewer of such families. The strength of the nation depends upon having a population in which intelligent and informed families are concerned and informed about the physical and mental health of their members and have adequate resources to build as well as they know how.

Mature citizens of high integrity are needed. The complex life that is ours makes demands on the moral fiber of men and women more trying than that known previously. Justice is more difficult to recognize, honesty harder to define, and freedom from self-interest more difficult to maintain than in a more simple period, and yet these remain of high importance.

The need for emotional maturity certainly should be stressed. There is little place today for the egoist, who believes himself the center of the world, or the childish person, whose demand for encouragement cannot be satisfied. Our people must have their emotions controlled and directed if they are not to be too depressed by life's sorrows, stampeded into premature and nonproductive crusades, or made cynical by the strange contradictions every day affords. The family must serve as an agency in which the facts of everyday life are brought together, assorted, sifted, and interpreted to us so that we may know the values they hold and learn to discriminate among them.

Family life can provide much-needed experiences in democracy. If we hope and plan to preserve the democratic way of life here in America, we must have people who are educated from their childhood to understand both democracy and the procedures that characterize it in action. It is difficult for a people who have been told what to think, what to say, and what to do to find satisfaction in independent thinking, independent speech, or independent action. One must grow up knowing, or at least desiring, these before their

value is evident to him. Democracy has been defined as “a way of thinking and feeling about the relations of free citizens with one another and their willingness to maintain their freedom as a shield of human dignity.”¹ A democracy is characterized by concern with the growth of the individual, appreciation of the possibility of growth, understanding that the good of the group and the good of the individual should both be considered without the submerging of either, and finally that compromise remains a possible answer to conflicting viewpoints. All of which require a way of thinking and feeling about people that needs careful development. Do you see how the family may contribute largely to the acceptance of the basic principles of the democratic way of life? Have you known of families that failed to give experiences in democracy? The family in which the father or the mother is an autocrat tends to establish in the minds of its children the fact that the only relationship possible between people is one with authority on one hand and obedience on the other. It tends to stress the satisfactions of authority and to offer little experience in the sharing essential in a democracy. If our families can contribute to our concern for other people and our willingness to think things through together and accept compromises that represent several viewpoints, they will make no small contribution to our democracy.

Family life serves to conserve and pass on our culture. This fundamental culture of ours consists of “language, customs, courtesies, and traditions,” which, though they differ from those of certain other civilizations, still have served to give to the life of our forefathers color and significance. Perhaps at some time you have heard some such correction as this: “There is no such word as ‘ain’t.’ You should say ‘are not,’ dear.” A discussion of the relative values of “ain’t” and “are not” may seem a bit tiring to the one being corrected. However, the matter at stake was worthy of serious consideration, as it related to safeguarding the purity of our language. Language is important because it is necessary for communication and because it serves in the development of the personality of each individual. Have you ever realized that knowledge

¹ Council for Democracy, Inc.



Press Association, Inc.

Carl Sandburg, writer and poet, shares with his grandchildren his zest for books, as do many other grandparents.

therefore, be interested in carrying effectively the responsibility for the conserving of our language.

Customs, courtesies, and traditions have much in common in origin and in benefit and so may be considered together. They all have to do with the social usage by which contact among people is made easy. Almost every country has its maxim concerning the importance of these. An old world proverb says, "With hat in hand, one goes through every land." Our own old saying is: "Politeness is to do and say the kindest thing in the kindest way." True courtesy is the expression through word and deed of a sympathetic feeling toward others. Courtesy, then, has its roots in the attitudes of people toward each other, and its pleasing expression is made easy by a knowledge of accepted ways of conveying respect, interest, and friendliness. One of the responsibilities of the family is to see that its children express in their daily living an apprecia-

of the past, hopes for the future, the means of getting food, the facts concerning the development of science, and our social usage have all been carried down to us in language? If an individual could not converse with others or learn of their thoughts through reading, his personal development would be exceedingly cramped and he would be of small service as a citizen. We know that language is often a barrier to good understanding among nations. Conceivably it may be a barrier between areas in one country unless there is wide concern with its correct use. We all wish to conserve our mother tongue and profit in our personal development by its use. We should all,

tion of right attitudes toward others. They need also to develop the ability and desire to express these according to accepted standards. The development of right attitudes will contribute to a social philosophy which will make life richer and aid the conserving of our culture.

Family life can aid in the development of a higher civilization. The statement sometimes made that a civilization can rise no higher than its homes seems particularly true of a democracy such as we have in these United States. Here, buying power is widely distributed, and the creation of beauty depends not upon the whims of a prince or a duke but upon the conscious choice of many. If the homemakers of America—men and women—would choose good books, good magazines, good pictures, and good music, that which is fine in all these lines would grow and thrive and that which is tawdry and base would decline. Family life in this way would raise our civilization above its present level in one phase at least. If the family members would make a habit of using only the best speech they know, dropping vulgar expressions and would-be smart slang from our language, another contribution would be made toward a higher civilization. If, as we spend our money, we would obtain abiding values, satisfying to the soul rather than merely to the appetite, a similar gain would be achieved.

Present-day billboards picture the American people as a greedy people, transported into highest delight at the sight of food, from cornflakes and bread to pickles and pop; as an indiscriminating people, thrown into high ecstasy by washing machines and refrigerators; as an unrestrained people, accepting stupidly long-drawn-out and often revolting tales of the sex adventures of illiterate persons of low mental ability. Surely this is not the full truth. There must be depths in our emotion not reached by these appeals, and mental and moral distinctions not made evident in these pictures. The family must stress the worthy, the permanent, and the significant, and thus lead to the recognition of false presentations if it is to make its full contribution to present-day communities.

We need to keep ideals, rather than just "things," of first importance in our living and through their force to develop a civilization

in which the possession of material things is regarded less important than the holding fast of certain moral and spiritual values. The following statement of J. G. Holland, often given, expresses well the importance of the home and family life in the development of its members.

In the homes of America are born the children of America, and from them go out into American life, American men and women. They go out with the stamp of these homes upon them, and only as these homes are what they should be will the children be what they should be.

We may add, only as the children are as they should be, will America be strong.

The family is the economic and social unit in the community. No family has a full chance to be its best unless it is economically independent and its responsibilities of consumption and production are carried on wisely and well. The family whose expenditures constantly exceed its income is unable to give a sense of security to its members and often finds the fostering of esteem and affection difficult, if not impossible. The family that has no money for food will have difficulty in teaching patience and perhaps even honesty.

The family contributes to or detracts from the soundness of the economic life by its practices. The financial status in the majority of families in any one community determines what its economic strength will be and influences the economic structure of the state and nation.

The social life of each family also helps shape the social-mindedness and the social progress in its community. If the members of the family are "self-centered, grasping, or self-indulgent, they make difficult to the extent of their influence social progress in their community. If they are thoughtful, courageous, civic minded, and generous, they make easier the development of democracy in their town or city." Intent to obey or break laws, to maintain or harass schools, to support or belittle churches—all seem expressions of family living and thinking. Each inevitably strengthens or weakens the community and state in which the family lives.

For your thinking and doing

1. Describe, without using names, a family that you consider is making a good contribution to society. Indicate in what ways the family is so doing.

2. Describe, without using names, a family that you consider is not making a good contribution to society. Indicate in what ways the family is failing.

3. What type of contribution is your family making to society? How can this be improved? What can you do to help in the matter?

4. Cite an incident in which a family has offered its children desirable experience in democracy.

5. Take part in a panel discussion on the importance of the quality of family living. Include a consideration of the ways in which families exert influence on society.

Problem 3. What does the successful family do for its members?

The fact that the family in various forms has existed as a social institution for countless generations in all countries groping toward a civilization indicates how deeply rooted it is. It shows, too, the role of the family in helping its members obtain abiding satisfactions from life and in finding significance in it. People in this day and age are not unique; their fundamental needs met by the family are much the same as those of their remote ancestors.

One of the basic needs of family members is good health. An important aspect of this is good physical health, which the successful family helps its members to obtain. The foundation for good physical health is sound heredity. The family owes it to its children to see that they are born free from hereditary afflictions and diseases that cripple and maim. The responsibility for giving the child a good heritage rests with his parents. There are many ways in which the other members of the family can help to make good health assured for all. The observing of the everyday rules of health and physical well-being by the family members may be of great importance. In a home in which all members accept without discussion the wisdom of eight hours sleep, a good diet, enough fun, and plenty of exercise in the out-of-doors, foolish and faddish

habits that are health hazards can scarcely gain foothold. In a family where an infection such as a cold is regarded as something to be stopped, if possible, there is considerable pressure toward accepting those measures that will ensure a speedy recovery. All precautions that would prevent the spread of the disease to others are cheerfully observed. The members of a successful family strive to make themselves as sturdy and vigorous as possible. They also are ready to recognize any physical limitations or handicaps that their members may have and to work together so that the condition may be met in the most intelligent way possible. A boy with a tubercular hip or a woman with a weak heart may be helped by their families to accept reasonably the measures that promise best returns in improved health.

The successful family helps its members to have good mental health. Today in many ways we are being made to realize that mental health is as important to well-being as is physical health. Mental health means far more than being free from mental disease. It means attaining a state of mind that makes possible efficient and joyous living, free from attitudes and habits of mind that drag one down toward failure. It is interesting that the bases for sound mental health, like those for sound physical health, are largely laid in early childhood. The family interested in safeguarding the mental health of its members will make sure that normal outlets are provided for the natural instincts and impulses. It will maintain social contacts that afford each member with interesting relationships in his own age-group and with people outside. The individual will be helped to concentrate on the task at hand. In some families, not fully successful, a child who starts to play anagrams may be interrupted half a dozen times to run errands: "Will you bring me my thimble?" "Jackie, I'd like the red book by the radio"; and so on. Later when he starts to study he finds it hard to concentrate. The wrong procedure followed by his family shows serious results for a long time afterward. Theodore Roosevelt is said to have given this sage advice: "When you play, play. When you work, don't play at all." Such powers of concentration are fostered in a successful family. Important, also, is the habit of facing difficulties frankly and courageously. One cannot have

good mental health if he has run away from one thing and then another and another and now has a long list of situations which he "just can't bear to think about."

The successful family makes adequate provision for the care, protection and guidance of its young. The time during which infants are helpless is much longer than that for other species. Then dependence is complete, and then chance for survival is slight unless their needs are met by their parents or other adults. The infant must be fed, bathed, dressed, sunned, and loved if his needs are to be met and his growth and development fostered. Provision for his needs usually falls most heavily on his mother, but his father, too, shares in this responsibility. The parents grow in understanding, patience, and gentleness as they care for the child. Under their guidance the infant grows from immaturity to maturity, from dependence to independence. Both he and his parents find the period of his complete dependence, and also that of his partial dependence, rich in educational possibilities and in emotional satisfactions. The care and guidance of the immature reaches into all phases of family life.

The successful family affords ample opportunity for giving and receiving affection. The need for affection is felt by all people of every age, type, and description. In every one except the extremely self-centered, there is a longing for companionship, for understanding of oneself as an individual, for acceptance and appreciation. This desire is sometimes termed the "psychological urge," in contrast to the biological or "sex urge," as the mating instinct is sometimes called. That family in which the husband and wife are held "in bonds of affection" and in which affection between father and mother and between parents and children is fostered is meeting the psychological needs of the family members. Affection is not static—that is, it does not remain at a fixed point. Either it is fostered by the efforts of the various family members to be worthy of affection and to find means of expressing the love they feel, or it lessens through disregard and lack of expression. Affection, if properly fostered, leads to the desire to have each member reach his best development. Pampering, dominating, teasing, and discouraging are not means of expressing affection



Harry Ferguson, Inc.

Good times together strengthen the family bonds.

but are the reverse. Perhaps respect for the individual might be termed the basis of a growing affection. Then the means of showing respect have their part in expressing affection just as much as the means of earning respect have in fostering affection.

Have you ever known of a family where there was never any evidence shown of affectionate regard between its members? In some such cases serious injury is done to the individuals. They may feel as if all the warmth of love was being held back out of their lives. They may feel that it is necessary to sneer and poke fun at the bonds of affection they see in other families. One should be able to give and receive affection naturally and readily without gushing or fuss. If the family is successful, the attitude of its members toward this human need will be matter of fact, much the same as that taken toward physical needs.

The successful family provides for the continuing growth of its members. The law of life is the law of growth. A person must go

forward or he will go backward. There is no joy as keen as that experienced by a family when evidence comes in of the sturdy and vigorous growth of its members in their bodies, their understandings, their appreciations, and their attitudes. Wise parents rejoice when they see such progress. Foolish ones may cry, "Oh, but I don't want her to grow up so fast. I want her to be my little girl for years and years yet." The destructive force of such an attitude is crippling to the child.

The successful family gives its members a sense of security and of personal worth. Each member feels that he belongs and is included in the thoughts and plans of the group. He needs to have assurance that in his little world all is reasonably well. When we are young and immature, we are dependent upon the home for everything—food, shelter, clothing, warmth, and joy. Our main safeguard then is the affection of our parents for us and for each other. When we become older, we may obtain our food at a cafeteria or club and buy our clothing ready-made at a shop. Our work may take us far away from our home town, so we may need to rent an apartment or a house. Even so, we still need the sense of security that comes from the stability and serenity of our family life. Psychologists tell us that the timid child, fearful of everything; the quarrelsome child, in constant strife; the boastful child; and the self-conscious child are largely victims of the loss of this sense of security. Its loss mars and marks their lives for many years, possibly even after they seem well established. It is most important, then, that family life provide a sense of security.

Sometimes this sense is called the sense of "belonging." The satisfaction from this was well expressed by the small girl from a modest home who said on Christmas morning, "As I went down the street today, I felt sorry for all the families who weren't us!" The closeness of the family bond in this home scarcely needs further comment. Each of us needs the sense of being valued for what we are and what we may become rather than for what we earn or what we seem to be. The family is the most significant source of a strong sense of belonging, being appreciated, and being included. If this sense of "mattering mightily" is not provided by the family, satisfactory outside relations may be hard to establish.

Certain character traits are cultivated. Loyalty, honesty, truthfulness, and patience are among the character traits to be developed within the family. The term "loyal soldier" is so commonly used as to suggest that loyalty and conflict are perhaps inseparable. The definition of the phrase "as constant and faithful under any conditions" helps to make clear its real significance. Examples of mutual trust and constant faithfulness do much to teach the virtue of loyalty and the satisfactions bound up in it. Honesty and truthfulness may be considered together, for often truthfulness is considered a phase of honesty, as perhaps it is. The cultivation of truthfulness in children is essential to their later effectiveness. This can be done only when we realize that their need to lie is greater than our own. Children are more helpless in satisfying their desires and have also greater joy in indulging in daydreams. They need help to be willing to forego undesirable actions and thus be relieved of the necessity of lying, just as they need help in distinguishing between the real and the imaginary. Closely linked with honesty as a character trait is patience—the willingness to wait for returns. Not a little of the untruthfulness and dishonesty sometimes seen in childhood comes from the desire for immediate satisfaction and unwillingness to defer a slight for a greater good. Interpretation of patience, not as just "waiting," but rather as "allowing time for development" is desirable. The moral standards learned in the home are those which are most likely to become firmly rooted in character. Ideals of honor, a sense of responsibility, self-control, loyalty, honesty, and patience should be developed.

The family should be interested in the spiritual development of its members, as this bears directly on their character development. It is the place for establishing religious ideals. The history of the race shows that for worthy survival people must have spiritual ideals. The saying that "unless there be vision the people perish" has significance today even as it did centuries ago. Reverence for God, then, should be taught by the family.

The successful family develops in its members an appreciation of work and workers. There are perhaps few things more needed at the present time than a renewed emphasis on the satisfactions of work. A large part of the normal person's waking day will be

spent at work. If he is unable to find satisfaction in it, the work will become drudgery. That would be little short of a tragedy! We need work to establish a sense of relationship with the world about us. We need to do our work so well that we gain a sense of accomplishment from it and find growth through it. This is only possible if we take the routine tasks "in our stride," keeping them from having too important a place in our thinking and yet finding ways and means of adding to the interest we have in them.

The importance of a fine attitude toward work can hardly be overstressed. The person who feels that work is something to evade if possible has missed one of the very real satisfactions his home life should give him—the joy of a needed job well done. If appreciation of work is developed by the family, society is freed from the burden of a drone and is blessed by the addition of a worker. Something good comes to the individual, too. Anyone who has assurance within himself of his ability to perform skillfully useful tasks and who has had the satisfaction of achievement is much more likely to assume moral responsibility and to find a satisfying relationship with society than is his lazy brother or sister. A desire for work, an intent to do it well, and the sense of satisfaction in it are among the important assets we may each desire to gain from our family life.

The successful family provides its members with a satisfying philosophy of life. Perhaps no two people would agree fully as to what is a satisfying philosophy of life. Many people who have lived richly and significantly would agree on some points. These are of interest to us as we consider what aid families may give to their members in building their own philosophies.

The first point on which there would seem to be agreement is that we should meet life courageously, facing the new situations with the expectation of achievement and the desire to attempt the task, rather than with fear, apprehension, and dread. In a world of change, such as we know today, a courageous approach to living seems essential to sanity. Lacking this, one becomes all in a "dither," making any real accomplishment impossible.

The second point is that we should approach the problem of living with a questioning, scientific attitude of mind that leads



Coats of arms served to remind people of their family ideals. *Left*, the coat of arms of the Boyd family; *right*, the coat of arms of the Blair family.

one to seek out the cause-and-effect relationship in events. Finding the reason for happenings is essential to controlling our lives. Hence this attitude is highly important.

The third point is that we should learn to recognize and accept the inevitable with a minimum of conflict and protest. Some things we cannot change—death, the way man's mind works, and the weather, for example. If a thing cannot be changed, our only course is to accept it and then plan on that basis.

The fourth point is that optimism rather than pessimism should characterize our thinking. It is stated that cheerfulness may be learned just as well as any other habit. Would it not make a great difference in the satisfactions we find in life if we could accept situations with optimism and conclusions with cheerfulness even though they are not to our liking? If families could help their members in this matter, surely life would be less dreary for us all.

The fifth point is that life is enriched by a keen interest in the welfare of other people and by a broad point of view that brings things into true perspective. The narrowness of some people's interests limits greatly their chances for satisfactions. There was an old man who prayed, "Oh Lord, bless me and my wife, my son,

John, and his wife—us four, no more.” His appeal demanded a very specific favor in a most ungenerous spirit. One feels that his chances for satisfaction were small because of the spirit or philosophy that directed the petition and the narrow perspective shown.

Successful family life develops high ideals. Outstanding among the contributions which the family life makes to the individual is the part it plays in the development of his ideals and the conscious controlling standards it establishes.

Whether we wish it or not, our ideals are very largely shaped for us by our family life. What

are some ideals which should be developed in every family? Surely, ideals of honesty, love, loyalty, cooperativeness, thoughtfulness, and self-control belong in the list. What permanent ideals are you receiving from your family group? What ideals are you helping other members of your group to establish? Perhaps you have never tried to put these ideals into words. In medieval times many families had crests or coats of arms which were composed of symbolic figures and a motto. This motto typified the ideals of the family and served to remind its members of their pledge to these ideals. In America we have no coats of arms, but because our country is a democracy every family and its members are pledged to the ideals that make for good citizenship and effective living. It would be helpful for each of us to apply to our home life ideals of democracy, equality, and cooperation.

The successful family creates for its members a store of lasting memories. Family life should not only aid in the character and personality development of the individual and in the establishment



Memories are built by the many experiences provided by the family, on Christmas and every other day.

of his ideals but should also supply those emotional satisfactions that give meaning to life and create memories of family life in the home. These lend color and charm to days that otherwise might be drab. They may be summoned by the familiar things associated with home and family living. To many people memories are as glowing lamps that reveal what lies behind, clarify our vision of the present, and show us the way forward. This viewpoint is expressed in "The Seven Lamps of Home," all of which are important in successful family life.

The Lamp of Love, in the magic circle of whose light the family members are bound together in relationships that fulfill the deep and innate human need for affection. Its rays reveal that in the true fulfillment of this need there can be neither possession nor being possessed, but that in belonging together there is enriching and abiding security.

The Lamp of Awareness, by whose light is revealed an interesting world of great natural beauty and variety—a world with a heritage from the past of literature, drama, and art; of mechanical devices; of economic structures; and of social customs. Its rays direct men and women to a glad awareness and acceptance of the meaning of life, and its disciplines illumine the way toward conscious growth.

The Lamp of Beauty, by whose light the heart of mankind is led "from things fashioned of wood and stone to the holy mountain," and through whose rays we perceive, even though dimly, the balance and true harmony of all beauty whether of spirit or form.

The Lamp of Joy, by whose light we find life an adventure upon which we courageously set forth—an adventure in which our delight in simple things dignifies the commonplace, in which life's hazards and limitations are accepted, and life is found good.

The Lamp of Strength, in whose light the energies of mind, heart, and body are mobilized to meet the demands of the day that man may become that which he aspires to be. The power to endure is engendered by its rays. Distilled in the essence that feeds the lamp of strength are self-mastery, tolerance, loyalty, and

unselfishness which produce a flame of such vigor that the other lamps of home find here reinforcement.

The Lamp of Aspiration, by whose light men and women glimpse what life may be, and are then inspired to become more than they have been. Its light reveals the steeps and valleys of the road by which wider knowledge, higher goals, and deeper spiritual life are brought into man's consciousness.

The Lamp of Truth, by whose light men and women, in their quest for knowledge and understanding, are guided to discard that which is seeming and transitory and to choose values that are ultimate and lasting.

For your thinking and doing

1. Describe life in a successful family as presented in literature or in a motion picture.

2. Bring to class or describe a family coat of arms, and, if possible, explain its significance.

3. Review or read a poem which describes family life. How is the author's home background reflected in the poem?

4. Mary is an only child. Her parents are well-to-do, and she has many opportunities and privileges that are denied most girls. But Mary is not a popular girl for she is selfish, disagreeable, and inconsiderate of others. Often it is said of her, "You can't expect anything else of Mary; she is an only child." How may Mary's family life have influenced her?

5. Report on the length of time a puppy, a kitten, a colt, and a baby are completely dependent on the parent. How old are each when they walk, feed without help, and finally are accepted as adult members of their species.

6. Name five things in your home that have a "stimulus value" for your memory of family life in your home. These may be odors, sounds, objects, or anything else which recalls to you pleasure in events or experiences with people.

Problem 4. How may the family contribute to a wholesome interpretation of sex?

Earlier it was stated that one of the functions of the family is the interpretation of sex to the individual. Possibly this has never occurred to you as particularly important or significant. From

your early childhood you may have known, without giving special thought to the matter, that each of the various kinds of animals had divisions, one of which had the character of being male and the other female. At first, perhaps, you drew on your own immediate experience with sex and referred to the "mamma cow" and the "papa cow" or the "mamma horse" and the "papa horse" unaffectedly and directly. This early acceptance of sex difference as natural and right is the first step in gaining an idea of the true significance and the wide scope of influence of sex in life.

Appreciation of the great beauty in our world arising in sex differences would seem to be the next step. The flashing red of the cardinal or the golden yellow of the oriole, glimpsed as they flit in and out of the cedars, may bring to us a moment's experience with beauty. Yet the color that thrills us is nature's device for the male bird to attract his mate, and not a plan for satisfying our desire for beauty. The songs of the birds which give us keen delight are the mating songs, not made for us. We respond to the charm of the melody, accepting the bird's singing as if it were meant for us. Walt Whitman offers us this translation of the bird's song:

Shine! Shine! Shine!
Pour down your warmth, great sun!
While we bask, we two together,
Two together!

Winds blow south, or winds blow north,
Day come white, or night come black,
Home, or rivers and mountains from home,
Singing all the time, minding no time,
While we two keep together.¹

Sex differences contribute largely to the sum total of physical beauty not only in animals but also in people. The vigor and strength of a well-built masculine body and the more delicately rounded grace and beauty of a perfectly formed feminine body

¹ From *Leaves of Grass*, by Walt Whitman, copyright, 1924, by Doubleday, Doran and Company, Inc., New York.

are both beautiful. These are today, even as they were in the days of the Greeks, favorite themes for artists who would capture beauty, giving it a degree of permanence in stone or on canvas.

Life is enriched for us not only by the beauty we see but also by the emotions we feel. Sometimes our emotional response is to a direct stimulus, as when a tide of affection toward our parent or some other loved one wells up in our hearts or a wave of anger sweeps over us. More often the stimulus is indirect, as when the measures of verse, the throb of music, or the swiftly moving plot of a drama cause us to share in experiences quite remote from our everyday life. Through such means we come to feel more profoundly and respond more generously than the stimuli of our limited environment and our brief span of years could lead us to do. Long before we ourselves feel and know the moving force of a great love, we are brought to a knowledge of the power of love and the ways in which people react to it through the mediums of music and literature. Who has not been moved by the simple words, "The heart that has truly loved, never forgets, but as truly loves on to the close"? Who has not felt the majesty in the following lines?

The night has a thousand eyes,
And the day but one;
Yet the light of the bright world dies,
With the dying sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies,
When love is done.

The knowledge of sex organs and of the sex act is then not a knowledge of sex. It is desirable that we understand the physiology of our bodies and their functioning. One should be able to obtain information leading to such understanding without embarrassment or sense of guilt. But even if such subject matter were freely available, there is still much for the family to do in interpreting sex to the child so that his interest and appreciation of it will be raised above that of the beasts of the field and the fowl

people of the town. He should have an understanding of it as "the most satisfactory provision for meeting the profoundest needs of human nature." Edward Carpenter writes as follows on this subject:

In all men who have reached a certain grade of evolution, and certainly in almost all women, the deep rousing of the sexual nature carries with it a romance and tender emotional yearning towards the object of affection, which lasts and is not forgotten, even when the sexual attraction has ceased to be strongly felt. This, in favorable cases, forms the basis of what may almost be called an amalgamated personality. That there should exist one other person in the world towards whom all openness of interchange should establish itself, from whom there should be no concealment; whose body should be as dear to one, in every part, as one's own; with whom there should be no sense of Mine or Thine, in property or possession; into whose mind one's thoughts should naturally flow, as it were to know themselves and to receive a new illumination; and between whom and oneself there should be a spontaneous rebound of sympathy in all the joys and sorrows and experiences of life; such is perhaps one of the dearest wishes of the soul. It is obvious, however, that this state of affairs cannot be reached at a single leap, but must be the gradual result of years of intertwined memory and affection. For such a union love must lay the foundation, but patience and gentle consideration and self-control must work unremittingly to perfect the structure. At length each lover comes to know the complexion of the other's mind, the wants, bodily and mental, the needs, the regrets, the satisfactions of the other, almost as his or her own—and without prejudice in favor of self rather than in favor of the other; above all, both parties come to know in course of time, and after perhaps some doubts and trials, that the great want, the great need which holds them together is not going to fade away into thin air, but is going to become stronger and more indefeasible as the years go on.

It obviously yields far more and more enduring joy and satisfaction in life than any number of frivolous relationships. It commands itself to the common sense, so to speak, to the modern mind—and does not require for its proof the artificial authority of Church and State. At the same time it is equally evident—and a child could understand this—that it requires some rational forbearance and self-control for its realization, and it is quite intelligible, too, as already said, that there may be cases in which a little outside pressure, or even actual law may be helpful for the supplementing or reinforcement of the weak personal self-control of those concerned.¹

The rational interpretation of sex should lead to an acceptance of sex as a normal and universal aspect of life. It should develop a willingness to await maturity and the ability to carry responsibility before accepting the fulfilling of the sex urge as one's right or privilege. Much of the success with which this is done will depend on the attitude of the parents on this subject. As E. Van Norman Emery has said:

The power of sex for good and its power for destruction are too great to be disregarded. Intelligently directed, it has power to aid man towards greater accomplishments, but if he wanders blindly and aimlessly, it can destroy the individual and seriously cripple society. Sex has been man's greatest blind spot. Early experiences and training have impaired his vision. The strength of his emotions colors and obscures his judgment. Even facts have not their true value. All ideas and attitudes associated with sex are surcharged with strong emotions, which make them obstinate forces. Nowhere is clear thinking more necessary, and nowhere is it more difficult. Almost universally, sex is a stumbling block for parents.²

If the father and mother have perspective and background to see that through sex the continuance of mankind is assured, that through the germ plasm the family characteristics are passed on

¹ From *Love's Coming of Age*, Vanguard Press, Inc., New York, 1927.

² From *Revising Our Attitude Toward Sex*, National Committee for Mental Hygiene, Inc., New York, 1930.

and a degree of "visible immortality" is so attained, they will speak to their children of sex truthfully, sincerely, and simply. Unfortunately, too many parents and teachers have only half-veiled attitudes on sex and little knowledge to correct these attitudes. They have never attempted to express their own idea of sex and to contrast it with what it might have been if their understanding were complete. Certainly the story might be so told that the lure of "heavy petting," sex experimentation, and the like would lose all their charm; and sex and love together would take on new high values to the children. Thus sex would be brought above the instinctive level and made a language to convey high emotional values not possible of other expression. Parents and children both would come to see that:

The loftier ideals of love are not compatible with an instinctive type of sex behavior. The higher levels of love can be attained only by cultivating the art of loving. It is the aim of all and the accomplishment of but few. It can bring more happiness than anything else in this world. Emerson says, "Love, and you shall be loved. All love is mathematically just, as much as two sides of an algebraic equation." But, if this equation is to continue to function in marriage, we must teach our children not only "the art of loving," but also "the art of living," and "the art of getting along with other people." Marriage and the family can make its full contribution to society only if our attitudes toward sex are wholesome. And so we see that sex means life, that life means change, that change demands adjustment, that adjustment demands knowledge, and that sex, life, change, adjustment, and knowledge demand the revising of our attitudes toward sex.¹

For your thinking and doing

1. Present for class consideration poems, from several different authors, that seem to express love on a high plane.
2. Select advertisements that make their appeal to the desire to be

¹ E. Van Norman Emery, *Revising Our Attitude Toward Sex*, National Committee for Mental Hygiene, Inc., New York, 1930.

attractive to members of the opposite sex. Which ones emphasize sex appeal on the instinctive level? Which on a high emotional level?

3. Name a book or motion picture that portrays a wholesome interpretation of sex. Give reasons for your choice.

Problem 5. How do the attitudes of the family members affect family life?

Whenever a group of people live together, whether as a family or as a club, there arise a large number of situations that challenge the possible success of the group. The number of such challenges and their seriousness as a menace to the group depend upon both the isolation of the group and the attitudes held by the members. It is well known that tensions arise when a group of men or women are marooned on an island or located at a remote inland station in a half-civilized country, or if they are on a polar expedition or an African "safari." The setting in each of the cases, by its very nature, prevents their mingling with others of their kind. The members of the group tend to eye each other coldly and critically and to find causes for resentment that are too minute to seem reasonable. They miss outside contact with others of their kind that would give them interests to share and that would create a larger sphere of give-and-take. Their attitudes, too, become warped and tend to destroy rather than maintain the good will that would make possible their satisfying existence as a group.

Much the same thing may happen in a family circle. The closeness of the group is, at the present time, not likely to prove "too close." So many forces are pulling at the family that its closeness tends to be broken. The attitudes of its members, however, constitute a definite force that may sustain or defeat the success of the family as a group.

The attitude held toward health is important. Persons having little appreciation of what is meant by positive health will find it difficult to cooperate in plans for healthful living. Off focus, they often fail to see the relationships that exist between the health habits of one family member and the well-being of all members. There is also need of appreciation of a sound inheritance as the

basis of good health. Parents-to-be need to know what sort of an inheritance pattern they bring to their children. High intelligence, physical vigor, and musical ability are believed as definite a result of an inheritance pattern as nervous instability, harelip, and certain vision defects. A sound heredity assumes that children born to a family shall have at least an even chance for desirable characteristics. It assumes that their parents are both sound of body and able to pass on to them, not only the characteristics of their family stock, but also good blood, free from devastating infections.

Attitudes toward the ordinary routine influence the family's effectiveness. Family living in a home is largely made up of routine activities. Eating, sleeping, bathing, and sharing in the duties of the home and in the usual recreation of the group are all included in the daily routine. They are necessary or desirable activities. The individual may, by his attitude toward any one of these activities, make or mar to a marked extent the fine group spirit. Consideration of typical cases will make this more clear. The man who begins the meal that his wife has prepared with a roar of, "This isn't fit to eat. Spinach (or lettuce or cabbage) is just chicken feed! Why can't I have my coffee hot?" and so on makes the meal an ordeal instead of a pleasure for his family. In so doing he has failed to be successful in his function as a family member. The girl or boy who reads into the wee small hours of the night and then wakens the other family members by splashing bath water is not showing interest or consideration for others. The person who takes possession for a lengthy time of the only bathroom in an apartment while other members of the family, too, are desirous of using its facilities in their preparation for office or school has shown a great lack of consideration. He, too, is unsuccessful in his relations to the group. Tardiness is another manifestation of lack of consideration that is most trying. The person who consistently delays the departure of the family car to the city, morning after morning, or is not ready for the excursion, or not dressed in time for breakfast or dinner has violated his contact with his family. The confusion caused by his handling of the daily routine may loom larger in group awareness than his engaging smile or his generosity.

The attitude toward money affects family relationships. If all members of the family think of money as something earned for the good of the group and spent or saved to serve this purpose, trouble over money matters would be small. Such thought would make "we" important instead of "me." By this change of focus each person would be forced to appraise his demands in terms of the common good. If the attitude toward money is to make for successful family life, it must be based on the fact that the family income is not elastic, and the limits of its "stretch" must be respected. These two points are basic. Beyond them there are others that lie in the field of ethics. If a family member has respect for an individual and respect for his property rights, he can scarcely be irresponsible enough to take money without permission from its owner or borrow and forget to repay his indebtedness. If one is truly honest, he cannot engage in the fine art of "mooching" nickels, pencils, chocolate bars, and theater tickets. If one family member lacks comprehension as to what honesty really is, that matter should be cleared at the earliest possible moment. You cannot do business with a cheat. Successful family relationships are kept by group acceptance of the purpose of the family income and recognition of its limitations and by unanimous acceptance of fairness and honesty in human relations.

The attitude toward courtesy is important. In the routine activities of family life, as well as in its intimacies, courtesy is found essential to smooth functioning and happiness. There is no posing or affectation in the use of pleasant ways or gracious formalities in the family circle. Here, if anywhere, unselfish consideration of others, expressed in kindly speech and manner, brings rich returns in happiness. Furthermore, the observation of true courtesy in the contacts of adults makes possible the unconscious development of desirable attitudes in the children of the family. The man who refers to his wife as "the old woman," the boy who refers to his father as "Hard Rocks" or "my old man," and the girl who calls her too-plump younger sister "Tubby" or "Fat" offend unnecessarily by their lack of courtesy. For satisfaction in both adult relationship and the parent-child relationship, the development of a right attitude toward courtesy is essential.

The attitude toward responsibility is important. In a way the attitude toward courtesy just noted might be regarded as bearing on the acceptance of responsibility for the home routine. However, it seems wise to distinguish between these two attitudes. Many of the discourtesies are unthinking responses. The attitude of a person assuming a definite responsibility is a conscious thoughtful facing of facts. A thoughtless attitude toward activities in the daily routine may be an unconscious response which, if the individual were challenged, would be changed. The attitude toward responsibility is far more than that; it is based on the realization that here is a duty, or an obligation, and is expressed by the decision as to how it is to be met. Frequently one hears the statement "Sue is such a responsible girl"; or, "John carries responsibilities well. He is dependable." In each case, perhaps, there is the realization that the work required is really "love made visible." A joyous attitude toward work and a willingness to assume responsibility that may demand work contribute to successful family life. The person who is dodging this task or that decision which might lead to his growth and development cannot evade the responsibility for the sort of person he is to become. His failure to assume his responsibilities may make, and probably *is* making, more difficult the problems he must face later.

Childish attitudes toward self are harmful. We have reached whatever state of development we have attained by the process of becoming less childish. A little boy, told that the cow gives milk for Johnny, that the hen lays an egg for Johnny, that the tree makes a shade for Johnny, and that the train goes "choo-choo" for Johnny, has no doubt but that he—Johnny—is the exact center of the universe. Much time will elapse before he realizes that the giving of milk and the laying of eggs have no relation to his use of these products. It will be hard for him to accept the fact that the pleasant shade on the lawn is the result of trees screening the sun's rays in the morning and that the puffing train has no concern about a small barefoot boy. This intellectual discovery often precedes by many years the realization that his emotions, wishes, and desires matter little to all but a few people. As we grow we come to see ourselves as part of a stream of life that has gone on and will go on

for thousands of years. During all this time the world remains much the same, and the seasons follow in orderly sequence year after year. We still hear of high school and college students who try to gain their own way by temper tantrums, sulking, or bullying. Such childish, self-centered attitudes are a grave menace to family happiness. There is little possibility of a joyous shared life between two people or in a family group if one person childishly demands to be the center of things. There is little satisfaction in a family group that is ruled by the selfish demands of its most childish member.

A reverent attitude toward God and man's seeking after Him is basic to satisfying living. However flippant our tongues may be, in our hearts most of us desire to relate our lives to something higher than ourselves. Whether we say our quest is for God or for "ultimate reality" or for "the force that makes for righteousness" matters little. The significant thing is that we maintain an attitude of reverence and a mind that seeks for "the true, the beautiful, and the good."

Desirable attitudes toward one's mate are important. If two individuals are to build a life together in which each will have a sense of completion, the attitudes which they hold toward each other are most important in determining their success. There should be recognition that each has personality that should have free development. When one or the other is forced to become a "yes, yes" person, a mere shadow of a more dominant mate, this respect is lacking.

The attitudes should hold nothing of possessiveness. The feeling



Glendale, California, Schools

Grace at meals fosters reverence and thankfulness.

of being owned, soul and body, by a person is something quite different from that of *belonging with* a person. A great poet has expressed this idea in the following lines:

Love one another, but make not a bond of love. Let
it be rather a moving sea between the shores of your
souls.

Fill one another's cup, but drink not from one cup.
Give one another of your bread, but not from the
same loaf.

And stand together, yet not too near together,
For the pillars of the temple stand apart
And the oak tree and the cypress grow not in each
other's shadow.¹

Important, too, in the attitude toward one's mate is that of reasonable expectancy. The idea that love can, without delay or discipline, move mountains and work transformations is so strongly held by many people that the demands for performance in money-making, in social activity, or in direct devotion are often unreasonable. The following check list, compiled by Roy E. Dickerson, is indicative of what mates in marriage have a right to expect of each other:

What my wife has a right to expect of me:

1. Health
2. Sound health habits
3. Good heritage
4. Adequate income
5. Business judgment
6. Respect for her independence
7. Good breeding

What I have a right to expect of my wife:

1. Health
2. Sound health habits

¹ Kahlil Gibran, *The Prophet*, by permission of and special arrangement with Alfred A. Knopf, Inc., New York.

3. Good heritage
4. Homemaking skill
5. Business judgment
6. Good breeding

Factors of equal importance to both of us:

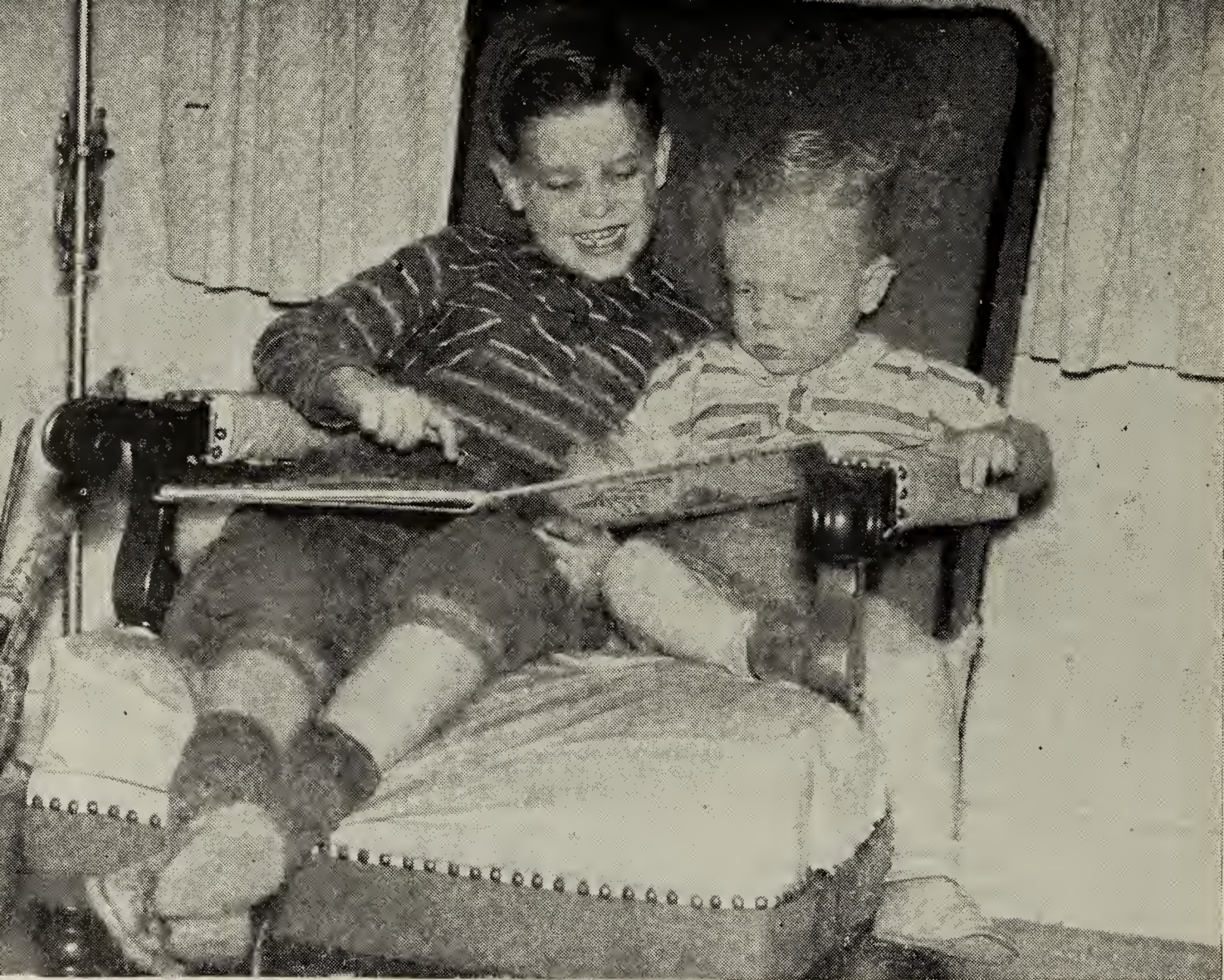
1. Mutual liking
2. Common interest
3. Mutual encouragement and inspiration
4. Self-restraint
5. Cooperation
6. Thoughtfulness
7. Similar ideals
8. Confidence and trust
9. Love of children
10. Constructive attitude toward sex¹

To the attitudes just discussed, of course, should be added the realization that "and they lived happily forever after" does not automatically follow the marriage ceremony. By mutual conscious effort to make the relationship satisfying and permanent, right attitudes are fostered and developed.

The attitudes held toward others in the family may determine one's effectiveness as a member. Our attitudes are habitual modes or ways of regarding anything, whether exercise or brothers. Have you ever considered just what was your habitual mode of regarding your brother? Your sister? Your father or mother? If you have not attempted such an analysis you will find it interesting indeed. Perhaps you have read Booth Tarkington's story of a young girl who had proved herself somewhat of a pest to her brothers and sisters. In explaining her idea of their attitude toward her, she said, "If I was to die right here, they'd leave me lay." Whether rightly or not, she had received an impression of an attitude of hostility and disregard from her family who, however tried, would scarcely go to the lengths described.

The attitude of loving protection that a parent shows to a child

¹ From *So Youth May Know*, Association Press, New York.



Kansas City Star, photo by Ward Hunt

These two young brothers are beginning early to enjoy each other.

may be reflected in the child's attitude toward a baby or a doll. The sense of esteem, of justice, and of right-dealing on the part of the parent may be shown in an attitude of "fair play" on the part of the children. A desirable attitude toward the aged on the part of the parents reflects itself in the courtesies and consideration shown them by the children. Age has much to share with youth if the way to sharing is kept open.

Sometimes the attitudes of a child toward a brother or a sister are colored by jealousy or by a strong spirit of competition. If these pass certain narrow limits, they affect the relationship of the two in a destructive way.

In our attempts to analyze our attitudes we must realize first that they are psychological expressions, more difficult to observe and understand than physical responses are. We must realize, however, that they are real forces, creating or lessening the strength of affection that exists between family members. It is especially difficult for us to face frankly our own attitudes toward our own

immediate circle because of our emotional ties and because we tend to identify ourselves with the others of our family. For almost everyone, a scrutiny of self is extremely difficult, if not impossible. Your attitudes may be respectful, friendly, affectionate, and appreciative; or they may be hostile, unreasoning, unfriendly, and resentful. Often the attitudes your parents hold color and change those of your brothers, sisters, and yourself. If you could see your parents' childhoods, you might find in their parents the same attitudes that endear your parents to you or those that may tend to estrange you from them. The family in which all of the members are expressing desirable attitudes in their daily living has within itself tremendous resources in present satisfaction and future worth.

For your thinking and doing

1. Give examples from books or motion pictures of families being broken up or their affection seriously tried by the attitude of some family member.

2. How would the family member causing the difficulty in each case measure up to the check list of Dickerson on pages 40 and 41.

3. Mrs. Andrews always speaks of "my husband," "my house," "my children." She assumes the right to make all decisions for her family. How may this attitude affect her husband? Her children?

4. Sue Boyd, a high school girl of fifteen, is of a family of four children. Because of her father's work, a six o'clock dinner is necessary. She objects to this early hour and refuses to eat at this time. However, she fusses and complains about the cold food, the littered table, and the family routine in general. How should Sue's mother handle the situation? How are attitudes involved?

Problem 6. What are the relationships in a successful family?

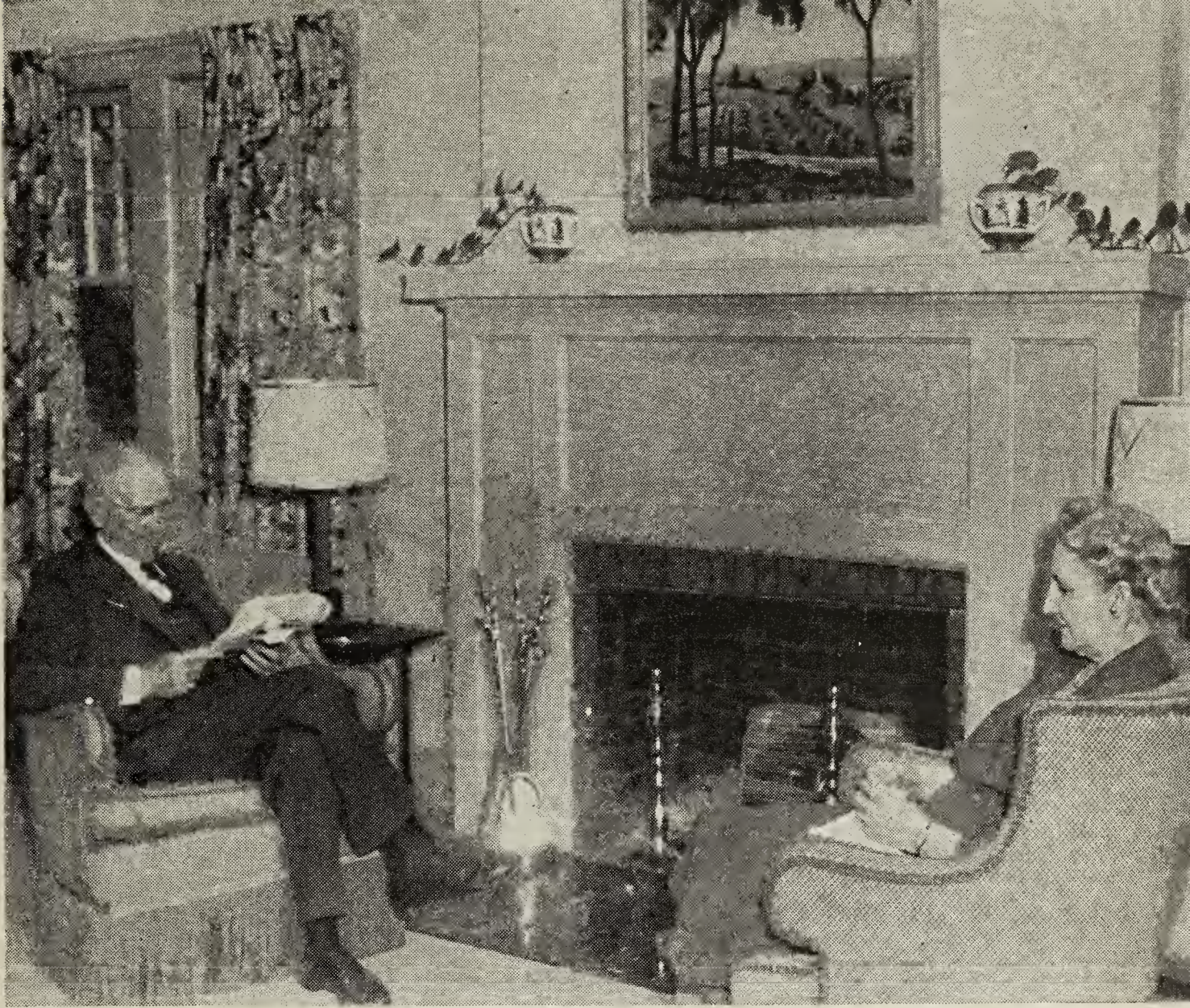
The importance of a fine relationship existing between husband and wife has long been recognized. Through such relationship each has an enrichment of character and of emotional life. As they learn to live and grow, the two individuals come to *share* life. In

such a relationship the husband's work will not seem a competitor to the wife but rather an activity vital to her as well as to him. Those inevitable differences that occur in the viewpoints and opinions of any two people are faced frankly and an agreement reached. This agreement will not always be on the basis of perfect accord of opinion. More often it will be based on an acceptance of the differences as matters not bearing on the love between them, and hence to be accepted or ignored rather than emphasized. In cases of married people who say, "John and I always think alike," or "Mary says so-and-so," there is often no thinking on one side, or else there is a piling up of resentment underneath the seeming agreement that is most injurious to the relationship.

Respect for each other's personality must be had if the relationship is to be creative. Certain points of difference are essential to the individuality of each person. These differences make part of the charm or appeal each has for the other. Marriage does not mean that at once the differences should be canceled. Perhaps you have heard somewhere that Eve's first words when she saw Adam were: "Now I can begin to make him over!" There is no tradition as to what Adam said. According to his sons and their descendants, much the same idea came into his mind. In either case, the notion is not in keeping with satisfying relationships. A certain amount of difference is not only desirable but necessary if the relationship is to be creative.

There should always be a certain amount of privacy and reserve allowed both the husband and the wife. Knowing all there is to know about a person makes him seem uninteresting. Each needs a chance to like this story or this poem without having to explain why. Each needs opportunity to fight his own personal temptations without the curious eyes of anyone, even his nearest and dearest, being upon him.

The successful husband-and-wife relationship is always more vital and dominant than other relations. This is true of relationships between these persons and their children or between these persons and any other. Maintaining this relationship on such a level is important, not only in the days when the rearing of children is a shared responsibility, but also in the years when the



Happiness and a sense of sharing may still be found in a family circle even though its children are gone.

children leave the family circle. Then the parents, left alone, must find life interesting without immediate or engrossing contact with their children. In such case a close and significant relationship between husband and wife becomes vitally important.

In a successful husband-wife relationship both persons are mature, not only physically, but mentally and emotionally. It is most difficult for a truly successful relationship to be established between the emotionally immature person and an adult or between two emotionally immature people. "Going back to mummy" and "It's all your fault" appear quite too often in the conversation and thoughts as the two self-centered persons attempt the round of daily life together.

In a fine husband-wife relationship each will have adequate sex knowledge. This will include an understanding, not only of the physiology of sex, but also of its broad emotional and intellectual

values. There will be acceptance of sex relations as one of the several ways by which these two will seek to bind themselves together. Sex will not, however, be regarded as the one and only bond desired. Such information and such relations are in keeping with modesty and wholesomeness and are fundamental to the successful relationship between husband and wife. The possession of these by the parents is essential to right attitudes in the children. There will be a mutual understanding prior to marriage as to the wishes each has for children, as to the number wanted in the family, and the desirability of planning and spacing their coming. A conflict of ideas on this point may disrupt the marriage.

In a successful husband-wife relationship there is agreement in matters of child rearing. Each parent must feel the other will sustain and support him in his efforts to direct the growth of the child. The "united front" is important, not only for what it indicates to the child concerning the unity of the family, but also for what it means to the parents in their sense of being together. There will be honest differences of opinions, but these should be thrashed out and settled satisfactorily by the parents before action is taken.

The successful husband-wife relationship is important to both the parents and their children. Again and again we find that the sense of family unity, mutual confidence, and love between the parents are most important in the wholesome development of the children. The interpretation of life in terms of reassurance and the conveying of the sense of security and social responsibility to the child usually accompanies satisfactory relations between the parents. So much of the adult's mental health depends upon the kind of relationships that existed in his childhood home that their importance can hardly be overstressed.

Personal habits or peculiarities often prove trying and destructive to a fine relationship. A habit of endless repetition of sentences or phrases in the conversation, as "He will just have to do it, just have to, just have to do it," the pulling of the upper lip, the teetering of a chair, as well as habits of untidiness, have often played a large role in unpleasant family relationships. With these, as with differences of opinions, a frank facing of the annoying habits and a combined effort—on one hand, to refrain; on the other,

to ignore—have proved wise treatment. This is true concerning those personal habits that do not relate to the individual's effectiveness. In those that may vitally affect one's success, cooperative endeavor, free from nagging or bickering, is helpful.

Parent-child relationships make or mar. It is sometimes said that the relationship between a child and his parents is established long before the child is born. His characteristics are thus regarded as being largely determined by the parents' outlook on life and the satisfactions found and given in family life. The comment "Always one finds in marriage only that which one has created in it" might be made with equal force concerning parent-child relationships. That the role of the parent is more dominant in this relation is perfectly evident. He has more to bring to it than the child has. Within the family life the child develops his attitude toward honor, trust, faith, cooperation, and numerous other character traits important in his life. The attitudes which he receives are reflected in his relationships with others. The lives of the parents and the child are enriched by shared experiences and interests which relationships within the family bring.

The relationships between parent and child largely determine the child's attitudes toward *security*, *reality*, and *authority*. These are sometimes termed "the big three" in shaping the individual's life. If the child finds early—even during the first few months—that he is wanted and loved, that he has a safe haven and really belongs, he is given a firm foundation for the structure of his life. It will be difficult to shake him from this base. Children less fortunate in this regard are anxious, nervous, and panicky over any unfamiliar situation. They view the world with alarm. They lack assurance of *security*.

The attitude toward reality is also important and, again, is largely determined by parent-child relationships. *Reality* has been defined as the state of being real, of actually existing. The house we live in is real, the amount of father's income is real, and the fact that brother flunked out of college or is in some trouble at school may also be real. Reality is not always pleasant; sometimes it is distinctly unpleasant. In such cases there may be a tendency to retreat to a world of make-believe and pretense rather than to acknowl-



Photo by David Griffin for Friends magazine

Very early in life the child is conscious of the protection he receives from his parents. One reason this baby is happy is because he feels safe in his father's arms.

edge the real. The child may pretend that the family is just camping in its present house, waiting for the fine home in the fashionable part of town to be finished for them. He may imagine that they are just making such shift as they can with the old furniture because soon they are going to have beautiful new pieces as a gift from a make-believe aunt. Maybe the pretense is that father really makes a salary several times what anyone knows about and is saving most of it to bring out a wonderful invention, or that a big brother really didn't fail to make his grades but his eyes are in such bad shape that it seemed best for him to give them complete rest. Such refusals to accept reality as these examples show may lead to difficulty in knowing what is true or what is normal and hence to be expected. The desire to live in a dream world and accept imaginary satisfactions, instead of earning real ones, is a dangerous one. Children yielding to it find it difficult to accept life realistically. They become increasingly odd and thereby further separated from their real world. In a successful parent-child relationship children

are helped to accept reality. They learn that one should expect to meet difficulties with courage, serenity, and assurance.

Experience with *authority* began at an early age for each of us. How early, it is impossible for us to remember. As we look about on the train or in a gathering, we may see a mother slap the hands of a baby who has reached for something. We may hear her say, "No, no, no, no." The baby is having early experiences with authority. These may be highly profitable to him later if there is reason back of the exercise of authority. The child may be safeguarded from hurting himself, hurting others, and damaging property if he understands that there is an authority which is obeyed because its rules are best for the individual and best for the group. Sometimes parents have the mistaken idea that they can help their children by freeing them from the pressure of authority. "We never say 'no' to Johnny," one mother said. The probabilities are that Johnny was being indulged to the extent that he would grow up to be an undisciplined, selfish person—an undesirable citizen. Every child needs desirable experience with authority. Then he can come to see his acts, not only in what they mean to him, but also in regard to their effects on others. In this way he is helped to gain conscious control of his own life.

Sometimes the child's experience with authority is on a different basis. He is expected to give absolute and complete obedience to commands given him. He is not encouraged to see what is back of a request. "Hear and obey" is held to be enough. Such experiences as these tend either to make the child a docile, unthinking kind of person or to throw him into conflict with his parents. From your own experiences and observations you can see what a large part a wise interpretation of authority has to do with the development of successful parent-child relationships.

Desirable brother-sister relationships are found in the successful family. This heading might read "Desirable brother-brother relationships" or "Desirable sister-sister relationships," for all these relationships have much in common. Affection must be shared and fostered without jealousy being excited. The bonds between the children should be close but not close enough to shut out friendships with other people. It is sometimes said that the real test of



Ewing Galloway

Lasting memories are built by the happy sharing of common interests within the family.

the relationship between a brother and a sister comes when they are grown. Then they can really know what bonds they have between them.

The successful family maintains satisfactory relationships with relatives. There are many problems that arise in the matter of relating one's own family to the families of the grandparents, the cousins, and the aunts. These may be as small as the choice of a man in the family to be Santa at the Christmas festivities. They may be as large as the problem of making the wisest possible living arrangements for the widowed grandmother or of providing a college education for a fatherless niece. In each case, the solution is reached by the joint consideration of the family members in council. The decision is one that increases the respect the members of the immediate family have for each other and their sense of unity. It expresses the concern they feel for their family and their fine philosophy of life. The decision may not always have the approval of the community. This is sometimes the case when a sick person is sent to a hospital or a sanitarium for the long months needed for his slow recovery from an illness, or when provisions are made for the care of an irritable old grandmother in an old people's home. To the family, however, the decision reached seems one that will conserve important values for all.

For your thinking and doing

1. Narrate briefly some episode from a book or drama you have read that shows the character of family relationships.
2. What do you regard the most important characteristics of a successful husband-wife relationship?
3. Name several common causes of difficulty in each of the following: father-daughter relationships; mother-daughter relationships; brother-sister relationships; husband-wife relationships. How are these alike? How different?
4. Describe two cases of parent-child relationships that are successful. Describe two that are unsuccessful.
5. The Browns have a moderate income to support the family, made up of Mr. and Mrs. Brown and four children: Sally, sixteen years of age; James, twelve; Joe, ten; and Elaine, two. The old grandmother is par-

tially blind and wholly deaf and seems to need constant companionship. The Brown family has decided to establish her as an independent member of the Sunshine Home for the Aged, even though the costs are high. What reasons can you give why this solution seemed wise to Mr. and Mrs. Brown? Why Sally thought it a good idea? Why the arrangement seemed desirable to the grandmother? What are some probable comments from the community?

6. Give your solution of the following problem: A young woman, the only child of a widowed mother, married and had one child. Her husband is alive and her mother is encouraging her to plan for a career, just as if she were not married. The mother, who is self-supporting, would like to direct her daughter's home. What will probably happen to the family if the young wife and mother tries to work outside the home? What will be the effect upon the woman herself? Upon the child? If her husband should die, how would the situation be changed?

Unit Activities

1. Assume some home responsibility that will increase the happiness of the entire family.

2. Plan and carry out a "Home Evening" or "Family Night" in your "school family." Do the same for your own family and report your experience.

3. Make a plan for being a better home and family member. Follow this plan for a given period and report the results.

4. Make and carry out a plan for becoming better acquainted with the friends of your family.

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Eva Luoma

Unit 2 . . . Growing Up

MOST, or perhaps all, of us have long had ideas about what it means to grow up. From kindergarten days or earlier we have put on mother's old dresses and hats and paraded about, playing that we were grownups, with the cares of families and homes on our shoulders. Much authority and many worries are characteristics of grownups or adults, according to most children playing "house." If we listen to their conversation as they go on with their game, we will find it interesting and instructive. It will show acceptance of the care of children as a normal part of adult life; it will reflect concern with household affairs, pay checks, the spread of measles, and maybe with the cost of milk or butter. Sometimes in their play the children talk in disapproving

tones of the way the new swimming pool is run or the condition of the roads or streets that the family must use. In this picture of being grown-up much is shown of the attitudes and reactions of the grownups or adults in the homes from which the children come.

Little children recognize adults as different from themselves. They emphasize the physical difference as they speak of being "as strong as daddy" or "as tall as mummy." Sometimes they carry matters a step further and stuff pillows into their "dress up" clothes to imitate the curving lines of roly-poly Aunt Mary. Physical differences between themselves and adults noted by children are, however, only part of the story. They also see that the grownups are wiser than they. This is shown by childish boasting, "My daddy is the smartest man there is," and, perhaps less frequently, "Mummy knows everything." The ceaseless questioning of children as to the what and how and why of things shows their curiosity about this world in which they find themselves. It also shows acceptance of the wisdom of their elders.

Little children recognize more clearly than we sometimes guess their dependence upon adults. They also realize the relative independence of the adult but scarcely see the interdependence of the two grownups in their family upon each other. That we can only understand as we grow older and see back of the surface of things. Then we become aware of meanings and values we had not realized before. We see that father is disturbed and restless if mother is away and find that he is dependent upon her for appreciation and a sense of well-being in life. We see mother watch for father's coming and understand something of her sense of anxiety if he is long delayed. We find she is dependent upon him for assurance, love, and advice. As we approach adulthood ourselves, we begin to see that there is a sort of cycle of life: from dependence to independence; from independence to interdependence; and then, if life is long and old age comes, the cycle continues from interdependence to dependence again. Perhaps we do not see clearly the stage at which we ourselves are, but we do see and perhaps comment on the stage of maturity of others. We realize that there are stages on the way to becoming a grownup.

Problem 1. What does “growing up” mean?

Growing up really started for each of us when the two cells, from which we are each formed, joined. At that time growth began, and since then it has followed the inherited pattern of the individual and has been sustained by certain environmental factors. The growth urge within each of us takes us through our prenatal days, our infancy, childhood, and adolescence. By the end of adolescence, usually placed between the ages of eighteen and twenty, the child becomes physiologically mature. He has reached his full stature, has taken on the characteristics of his sex, and is said to be grown-up. He may be, in so far as his body is concerned, but sometimes we find that psychological maturity does not follow physical maturity. Judgment and wisdom do not necessarily come with increase in stature or strength. We each desire a rounded process of growing up that will bring us to full physical, mental, and emotional maturity as we reach our twenties. Growing up in Biblical times is described as having been rather a simple process: “When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things.” The process of becoming an adult and “putting away childish things” seems far more complicated today than this statement would suggest but quite as essential.

Complications come in part because some of us do not really want to grow up. Perhaps we have been babied and pampered at home until we have become unwilling to leave the comforts of body and spirit we have enjoyed so much. We like to feel, “Mummy won’t think I could make a mistake.” We dislike facing our mistakes and saying, “Yes, that was my blunder. I can do better next time.” People may have talked to us of “the golden days of youth” until we cannot realize that the adult days are golden too, if we choose to make them that way. Sometimes, tasks of adult life seem too much like drudgery to make us want to grow up. One schoolgirl was called by her mother to help with the dishes for the first time. The keen mind of the child ran over the list of women and girls she knew who had started “doing dishes” and still continued at the job. She came to the conclusion that no one

who ever learned to wash dishes was ever again free from the task. She answered her mother's call, but broke nine glasses in a demonstration that she was not yet grown-up enough to start learning dishwashing. A sharp punishment improved her skill quickly, but in her heart she still resented this responsibility and the idea that she was grown-up enough to carry it.

Few of us actually refuse wholly to grow up, but most of us from time to time turn back to childish tricks and childish satisfactions and refuse, for the time being, to act our age.

Growing up is accompanied by certain bodily changes. First of these is the growth to full stature. One becomes as tall as he will ever be. The length of arms and legs and the proportions of the body trunk are also determined. Literally, one *grows up*. There are, however, other changes of equally great importance. These changes bring out the characteristics of male or female that have been largely lacking during childhood. They are necessary and normal developments if the person is to take his or her place in the stream of life as a parent. The boy's voice begins to deepen and take on certain husky tones. Hairs begin to appear on his face, and he talks of the "business of shaving." These changes are paralleled by the development of the sex organs. The girl begins to become a woman. Her breasts become rounded, hairs appear in the armpits and on her person, and the monthly cycle of menstruation begins. This is a normal process of a healthy body. It should not be regarded as an illness. There is little need for change in one's daily activity because of the menstrual period. Most women find it desirable to avoid strenuous exercise, such as horseback riding and swimming. Walking and golfing usually cause no added inconvenience. Accepting these physical evidences of growing up as a matter of fact, rather than as cause for discussion and comment, is good sense and good taste.

Certain mental and emotional characteristics belong to the adult. These are less easily recognized than are the physical characteristics. Perhaps this is because we have given them less thought. Just try it on yourself. Perhaps from your knowledge of physiology you could give the characteristics of a physically mature man or woman—that would be simple enough. Could you give as easily

the characteristics of a mentally mature person? Of an emotionally mature person? Some people state that the difficulty in every walk of life today is that there are physically mature persons with brilliant minds who still have many babyish reactions. The homes from which they come have not directed their emotional development toward maturity.

The following have been collected from the statements of various authors as characteristics belonging to a mature person, ready, perhaps, to undertake the direction of the immature toward maturity in a home:

1. An adult is able to make wise choices and then abide by them.
2. An adult is able to initiate a task, run on his own steam, and complete a task once begun.
3. An adult contributes to the constructive and worth-while activities of the place in which he finds himself.
4. An adult charts his behavior in relation to convictions as to what is right and hence desirable.
5. An adult is able to defer gratification of an immediate desire.
6. An adult is able to inhibit an emotional response and to substitute a constructive for a destructive emotional response.
7. An adult selects those things to which he chooses to attend.
8. An adult is capable of, and makes a practice of, reflective and suspended judgment.
9. An adult has taken an impersonal view of life. He is reasoning instead of feeling. He sees himself in relation to the universe, rather than as the center of the universe.
10. An adult has established relationships with the Infinite, which to him are satisfactory, and allows every other man the same privilege.

To be grown-up means first to be physically mature; next, to understand oneself; and then to have attained inner harmony and established goals that direct one toward consistent effort, wise choices, and self-control. The grownup is able to understand life's problems and to face them confidently. He is able to plan a satis-

fying design for living. He makes this plan "home centered," thus providing a powerful support for his normal physical well-being, mental growth, and emotional fulfillment. Thus he establishes a very real security for himself. He knows what he wants to do and is directing his efforts to these ends.

The process of growing up sometimes brings us conflicts. We are in conflict with ourselves and with our family part of the time. One day we will behave in an utterly childish manner. The next we may demand that we have the rights and privileges of an adult. We may want our mothers to de-

cide for us what we shall wear, what time we shall get up, and whether or not we shall go for our music lesson or postpone it until next week. Then we may claim the right to decide for ourselves where we shall go in the evening, with whom and at what hour we shall return. We may display a strong sense of order in the arrangement of our curls and none whatever in the care of our rooms or the dispatch of our home tasks. We may fear to be different and yet not like what the crowd is doing. We want to be in the crowd in order to have approval from our own age-group and the sense of security that comes from belonging to a group. Yet we may not like the hurt that comes to those who are excluded, not always for evident reasons. We may feel ungainly, all arms and legs, and yet dream of receiving the acclaim given a motion-picture star. All of this makes a sort of turmoil that causes the last period in our years of growing up to be termed "the trying years of adolescence."



Pauline Scott

Assuming responsibility for service to others contributes to growing up.

The tension of these years is increased by conflicts between ourselves and members of our family and others. These conflicts may arise from our assertions of our independence when our parents are still thinking of us as children, not fully responsible for our acts. As a result, our efforts to try our wings are often misunderstood and sometimes resented. Parents may see the home nest in danger of being emptied of its young and try an unreasoning way to keep Nellie "our darling little girl" or Johnny "our little boy." This comes in part from parents' great enjoyment of their children and their satisfaction in being greatly needed by them. In other cases there may be a feeling that the child as an adult has become a competitor. An attractive middle-aged mother may resent the growing up of a young daughter who by her eagerness and enthusiasm makes the mother feel "old."

Conflicts may come from the difference in the codes of the two generations. The father and mother may be strongly opposed to dancing and card playing, to give a familiar illustration. Their daughter may find she will be excluded by her crowd unless she learns to dance and play cards. Do you see that conflict would naturally result? Another frequent cause of conflict is the hour for coming home at night. One mother says, "When I was a girl all decent couples were home by ten o'clock." Her daughter replies, "But mother, the party is just beginning then. I'd feel crazy to ask Bill to bring me home at that hour." If such conflicts are to be resolved or settled the matter must be discussed openly and freely, and then a mutual understanding acceptable to both be reached. The daughter may see that her mother is concerned with protecting her from adverse community opinion and desires effective safeguards for her. The mother may see that the games being played between ten and eleven are the same as those played between eight-thirty and ten and that there is no change in the crowd. So they may agree that eleven o'clock is to be the coming-in hour for "date" nights. When such decision is reached, the daughter must take an adult attitude toward her agreement, keeping it faithfully. If the mother insists on having her own way and will not try to solve the problem, she may force the daughter back to childish attitudes. This may harm or delay the growing-up process. There are mat-

ters not as trivial as this in which the daughter may well consider the advice of her parents. They have wider experience and broader understanding which they can share with her. From this sharing she may draw her own conclusions and find that she, too, sees "eye to eye" with them. Some of the difficulties we face in growing up are ours because ways and means of helping us to pass from the dependence of childhood to the independence of adulthood are not generally known.

For your thinking and doing

1. What are some conflicts between adults and high school youth in your community? What are causes of the situations? What solutions do you see for the problems involved?
2. Think of some adult person whom you admire. Describe the characteristics that you like most in him or her.
3. Cite two characters from books or motion pictures that, though physically mature, were not really grown-up. Upon what do you base your choices? What effect did they have on others?
4. Name some things parents and others may do to prevent a child from growing up.
5. Is it possible for parents, in trying to "bring their children up right," to make them different from others? How? In what way might this prevent the "growing-up" process?

Problem 2. What do you want to be when you are a grownup?

Such a question may seem a bit startling. You may say you are going to be a Smith or a Brown or whatever your family name may be. You may say you will be an American or a Scotchman or an Irishman. Perhaps you may add "and of course I am going to be a woman, brown haired and brown eyed." All of these answers bear on the question asked, but even altogether they do not answer it fully. The question really asks how may you be distinguished from all the rest of the Smiths or Browns; from all the other American girls, Scotch, or Irish who are brown eyed and brown haired. It deals with your essential self, *your personality*.

Personality is a broad term. It includes the physical make-up of the individual and his possession of vigorous good health or lack

of it. It also includes his intelligence or keenness of mind; such characteristics as attractiveness, adaptability, and self-confidence; such traits as persistence and patience; and such habits and attitudes as courtesy and honesty in dealing with others, respect for work, joy in living, and many others. Important in personality is the way and the extent to which all of the separate elements are combined so as to make of the person a unified whole.

If you will check back over the statement given above you will see that one's personality includes all those traits, characteristics, and habits that determine one's effectiveness in getting along with people and in dealing with them. Your personality then determines the extent to which you influence people and interest them in you. The same traits and characteristics that make the individual interesting to others determine largely the pleasure or lack of pleasure he has in living with himself.

There are no two persons in the world who have identical personalities. If one keeps on growing, gaining something from each experience, his personality does not remain the same, but day after day changes slightly as he reacts to the events of the day.

Personalities may be planned. The foundations for personality are laid in early childhood. There comes a time in the development of a person, however, when he can see himself objectively and make a plan for his own life to be built on these foundations. This plan includes, first, acceptance of some major goals and objectives in life, and, then, finding ways and means of developing the characteristics and habits that will serve these goals. The major goal may be a life of service, a scholarly well-disciplined mind, a career as an actress, or any one of a number of objectives that grip and direct the various parts of the whole personality into unified effort. The finer and more worthy the major goal, the greater value it will have to the individual and to the community of which he is a part. You are mature enough now to try to determine your major goals and to work out a plan for attaining them. In making your plan, you will find yourself beginning to answer the question: "What do I want to be when I have grown up?"

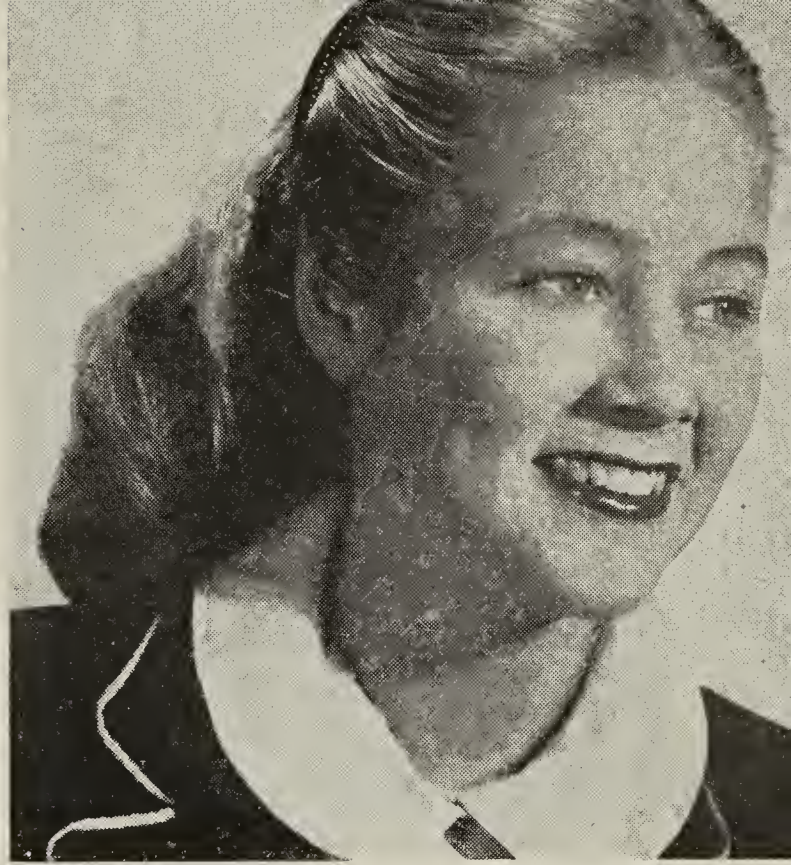
You will want to be healthy. The person who lacks vigorous good health has a handicap in the matter of building a desirable

personality. He may have too little energy to put and keep his mind at work. He may be irritable and cross because of his handicap. He may lack self-confidence. Most of us have a fair basis for good health. The problems we face in building a desirable personality are not those of a blind, tubercular, or otherwise handicapped individual. Our problem is to plan wisely to get enough sleep, enough rest, enough exercise, and proper foods for our bodies' needs. We need to decide on

ways to protect ourselves from minor ailments, such as colds, constipation, and the like. Mostly we need to plan not merely to be well enough to be about but to be positively, radiantly well.

You will want to be keen of mind. It has been said that the thing which holds men back is not the quality of their minds but the use they make of what they have. Not all of us have outstanding musical, mathematical, or mechanical ability. Most of us can comprehend the basic essentials of these abilities if we do not allow ourselves to be lazy, finding an excuse in saying, "Oh, that is not for me!" There is no easy way to have a well-stored mind, disciplined and ready to work on whatever is brought to it. Continued, well-directed effort in the use of one's mental ability is essential. Self-confidence, freedom from discouragement and sense of defeat, and a certain eagerness to know, all help keep the edge on the mind. These can be cultivated so that anyone who sincerely desires to do so can have his mind serve him well.

You will want to be attractive. Attractiveness is something more significant than prettiness, and more human than beauty. The first approach to attractiveness is to make the best use possible of the physical characteristics you have. Personal cleanliness of course plays an important part in laying the groundwork for physical at-



Carter Products, Inc.

Good health is wealth—at least wealth in attractiveness.

tractiveness. A plan to build this phase of one's personality would include provision for the daily bath, well-brushed hair, carefully manicured nails, and well-brushed teeth. Care would be given to posture, as this affects greatly what one's body seems to say. A girl leaning against the wall or lolling in a chair gives a sense of low energy and little enthusiasm. She shows small zest for life or living. The lines she presents are ugly and take away from, rather than add to, her personal charm. Attention to dress is also important in developing attractiveness. Clothing need not be expensive to be pleasing in line, becoming in color, and appropriate for the occasion. It must be carefully chosen, with thought as to its suitability for the wearer. Afternoon frocks worn to school or swimming suits worn to the soda fountain or moving picture show, regardless of how becoming they are, tend to lessen the attractiveness of the wearer. Clothing should be clean, well cared for, and in proper repair. One of the points stressed in the preparation of the career girl is that suitable clothing—becoming, clean, neat, and in good repair—goes far in making a good impression in the office. This is equally true elsewhere.

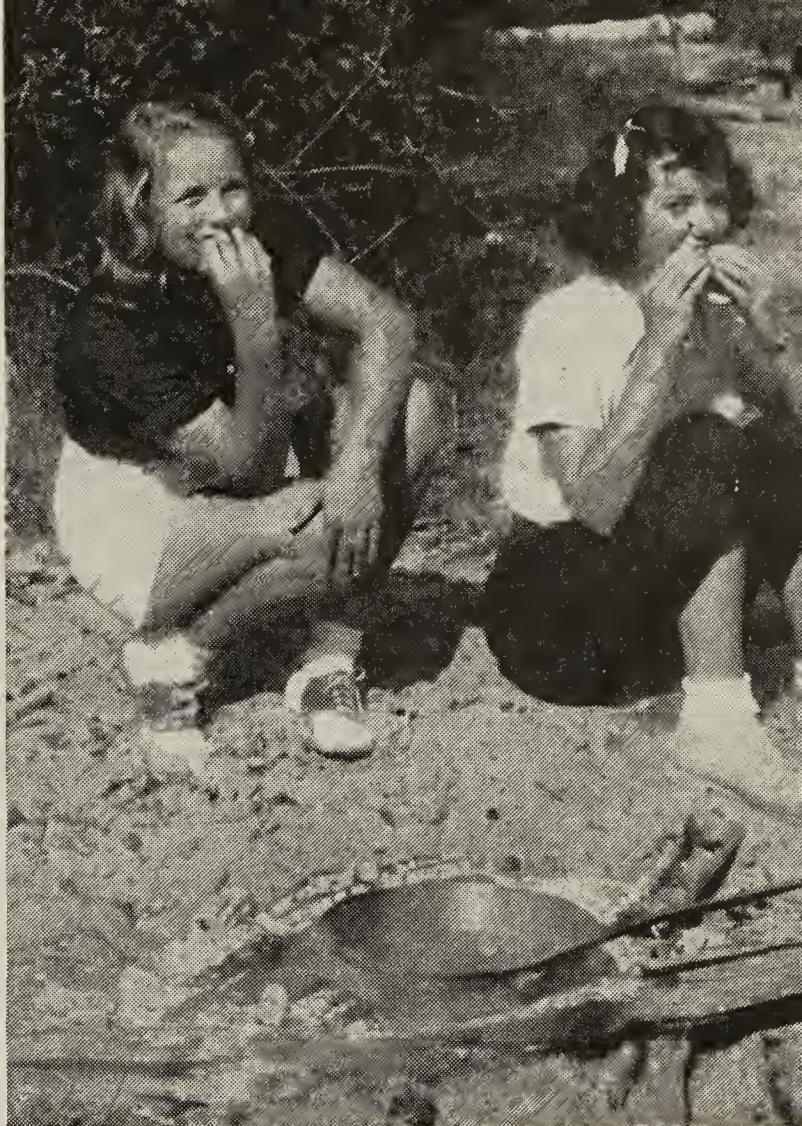
Attractiveness comes not only from the care given the exterior of the body but even more so from the individual's increased interests, deepened understandings, friendliness, and broad sympathies. The statement "beautiful but dumb" describes one type of unattractiveness. Such persons have no understanding of what other people are thinking or have thought. They are unaware of the needs of others and feel no stirring of sympathy or sense of sharing. The person who is really attractive finds the world in which he lives, and the people and all that live on it, interesting. Some parts or phases of life about him seem particularly intriguing, and he seeks to learn more and more about these. Some other matters appeal to him less, but because these seem of interest to others he accepts them as having value and interest. He is tolerant of an enthusiasm for them which he does not share. He is friendly in his relations with others.

Perhaps you will agree that a person without a spark of humor can scarcely be termed wholly attractive. We need to find life amusing, as well as complex, challenging, and joyous. We need to

learn to laugh at ourselves and our absurdities without any bitterness in our mirth. We need to learn to laugh with and not at others about the contradictions and blunderings we can see about us. Someone has said, "Never take anyone too seriously, especially not yourself." If we can have merry laughter in our hearts, free from hurt or sting, we will find it easier to live with ourselves and with other people.

The matter of growing in attractiveness, as one grows in stature, is worth considering. That which we regard as attractive in a twelve-year-old, would seem not so attractive in a twenty-year-old. One needs to draw the essence out of the years and grow in wisdom, grace, and understanding. If this is done, continuing growth—so important in satisfying life—is taking place, and its indirect contribution is increased attractiveness.

You will want to be adaptable, or able to adjust yourself to new situations, without great difficulty. The person who says again and again, "I didn't want it to be that way; I didn't; I didn't!" may find life always what she didn't want it to be. She may spend so much time and effort protesting over a situation that it develops into a worse one before she takes it in hand. Doubtless you can recall events on the playground or tennis court in which some one girl spoiled the afternoon for herself and others by her constant demands that the group play the game she wanted to play or let her be on the side she wanted to be on, or else she wouldn't play. Maybe you have known adults who worked against raising money



Camp Kohahna

Even the soot from a skillet cannot blacken a merry spirit. Most modern girls like out-of-door activities for the joy and health they bring rather than for the strength and skill.

for a new schoolhouse or swimming pool and when the money was raised still continued in a state of protest. Such lack of adaptability creates confusion and lack of harmony in the person's life and makes the burden of the day mount up to staggering proportions. You must have values you seek and work for—matters that seem to you to be right. On the basic principles, you should be unyielding; on the way and time and place of their applications, you should be adaptable and resourceful.

You will want to be self-confident. Do you not feel an upward lift of your spirit as you read the following lines by William Ernest Henley?

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul. . . .

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.¹

The sense of being the master of one's fate or the captain of one's soul does not come without struggle. It comes only as one faces a number of situations and each time assumes charge of himself and carries the matter through to at least a partial victory. There must be preparation for the task, whether it be holding one's temper or giving a canning demonstration. There must be reasonable hope of success. That is, the task should not be out of the range of one's strength and skill. No child should hope to build a house or run a police court. In each case, the task is too large for his experience and understanding. There must be a real interest in the job to be done, an interest so great that it will focus thought on the work instead of the worker. There may need to be many trials before one gains mastery of his soul. This is one place where patience and persistence play a great part. Being willing to keep on trying is essential

¹ From "Invictus," *Poems* by William Ernest Henley, The Macmillan Company, New York.

to self-confidence. Of course we all need some degree of success to assure us that we are on the way to being masters of our fate and captains of our souls.

If you were to try to state just what you would like to *be*, how would you word your plan for your personality or your code for a good life? The following was the code of one man whose personality reached out in a helpful way throughout an entire community:

THE CODE OF A GOOD LIFE

I will do my best in all matters and not worry.

I will not think evil thoughts of any person or any thing.

I will not use profane language.

I will not tell bad stories.

I will not get angry or say harsh things of people.

I will not drink intoxicating drinks.

I will not talk about the faults or frailties of any other human beings or criticize their conduct or habits.

If I cannot say something good about a person, then I will not say anything at all.

I will do my best to bring a little sunshine and happiness into the life of every person with whom I come in contact.

I will do everything in my power as a man, as a citizen of my country, and as a human being to bring to pass the time when every man, woman, and child can have a fair break, a fair chance, a fair opportunity to live the life that God must have intended they should have.

I will not violate any pledge or promise, however trivial, and will strenuously endeavor to be honorable, upright, and just in my dealings with every human being.

For your thinking and doing

1. Describe the person you would like to be when you are grown-up. What are your reasons for this?

2. Compare the personalities of two well-known adult characters in literature.

3. Name two adult characters in recent motion pictures that had de-

sirable personalities. Name two that did not. What are your reasons for your choices?

4. What changes would you make in the "code of living" given in this problem for it to be a satisfactory code for you?

5. Decide on several personality traits that you need to develop; on at least one you need to overcome.

Problem 3. **How can you build friendships worthy of a grownup?**

All that goes into developing a desirable personality tends to give an air of friendliness. It is impossible to be interested, sympathetic, honest, and courteous and not appear friendly to the persons whom you meet. Further, almost every trait, characteristic, or habit listed as important in personality development affects not only the impression you make upon people but also determines your ability to get along with them and deal with them satisfactorily. When you are building yourself, then, into a person you can respect, you are laying the foundations for becoming both a friendly person and a good friend.

There is a difference between friendliness and friendship. Friendliness is an impersonal, courteous, interested attitude that characterizes the contacts of a well-adjusted person to all those he meets on life's way. The greeting we extend and the attitude we hold towards those whom we meet at church, at school, or on the street is friendly. "The butcher, the baker, the candlestick maker," to quote from an old nursery rhyme, all are entitled to a friendly expression of interest. Friendliness makes the day have "a lift," because it carries assurance of good will in a world sadly lacking and in need of it. Lack of friendliness is often caused by extreme self-consciousness and by fear lest the greeting may not be returned in kind, or that one may be misunderstood. If one's thoughts and interests are turned "outward" instead of "inward," the friendly greeting should come easily to our lips.

The next step in our contact with people will be that of establishing a cordial and pleasant relationship with someone whom we have met and possibly shared some slight experience. This is



San Diego City Schools

Good sportsmanship and good fun go hand in hand.

termed *acquaintance* and carries more of an obligation than does the casual meeting of a person on the street or in the store. There may be the beginnings of a real friendship here, even though at first the relationship is on the surface and does not reach into our affections. In order to give the acquaintance opportunity to grow into friendship, it is important that the same integrity, honesty, and courtesy should be shown in all contacts between the two people.

Friendship has been defined as "a bond of affection between two people which carries with it certain obligations and privileges." It is based in part on shared interests and ideals and in part on mutual respect and esteem. There may be a wide difference in the talents of two girls who are friends. One may be musically inclined. The other may not know a note. Perhaps both are interested in poetry or old glass, and through this shared interest may find that they are both concerned with real things rather than counterfeit. Also both see the importance of honesty and sincerity in their relationship. They may not always agree. One may find Emily Dickinson's verse to her liking; the other may enjoy the prose verse of Amy Lowell. As they share their satisfactions in word patterns



Wohl Shoe Co.

Shared interests and enthusiasms help establish a sound basis for friendship.

There must be confidence and loyalty. Have you ever kept a person whom you once thought you might like as a friend just as an acquaintance because you could not trust her? Perhaps you found her sharing confidences you had given her with many others. Possibly you overheard some slighting remark she made about you or someone else for whom she had vowed high regard. In such case you have been forced to recognize that this person lacked loyalty and could not be trusted. You could safely offer her friendliness but not friendship.

Honesty and sincerity are also important in sustaining friendship. You must be able to believe in the worth of a person before you can care deeply about his opinion or his affection. If you want the friendship to give you a stimulus that will help you be honest and sincere, you must have a friend who is honest and sincere. You can only find such stimulus if the friend values these characteristics and seeks to maintain them in his own life.

and the charm of verse, their friendship becomes creative, enriching both.

A real friendship has sound bases. If the relationship between two persons is to become friendship, there must be understanding. Unless you can know and comprehend what it is that the other person values and seeks, you cannot establish a deep bond between you. There may be admiration, but scarcely affection. Understanding and a sense of sharing is essential to this. The understanding may be not only of strengths but of weaknesses too. It is said that "a friend is one who knows and understands all about us and loves us just the same."



Practical Home Economics

Working together, like playing together, strengthens friendships.

Then there must be tact, the salve of human contact, if the friendship is not to go to pieces because of friction. Tact helps us to be honest without being hurtful and to be helpful without being offensive. A friend may come out proudly, wearing her new hat and ask you, "What do you think of it?" An honest frank answer might be, "Horrible." An honest tactful answer might be, "It is a becoming color, but I am not sure yet how I am going to like the new shapes." Again and again using tact in replying often eases a situation so that the honest helpful opinion may later be accepted.

Perhaps the most important basis for friendship is that there be a genuine bond of affection between the two. Have you not had "pals" for a brief while for whom you felt no affection? It was pleasant or convenient to have someone to go to the show or the basketball games with you, so possibly you drifted into becoming chums. There was no bond of affection between you. It was a case

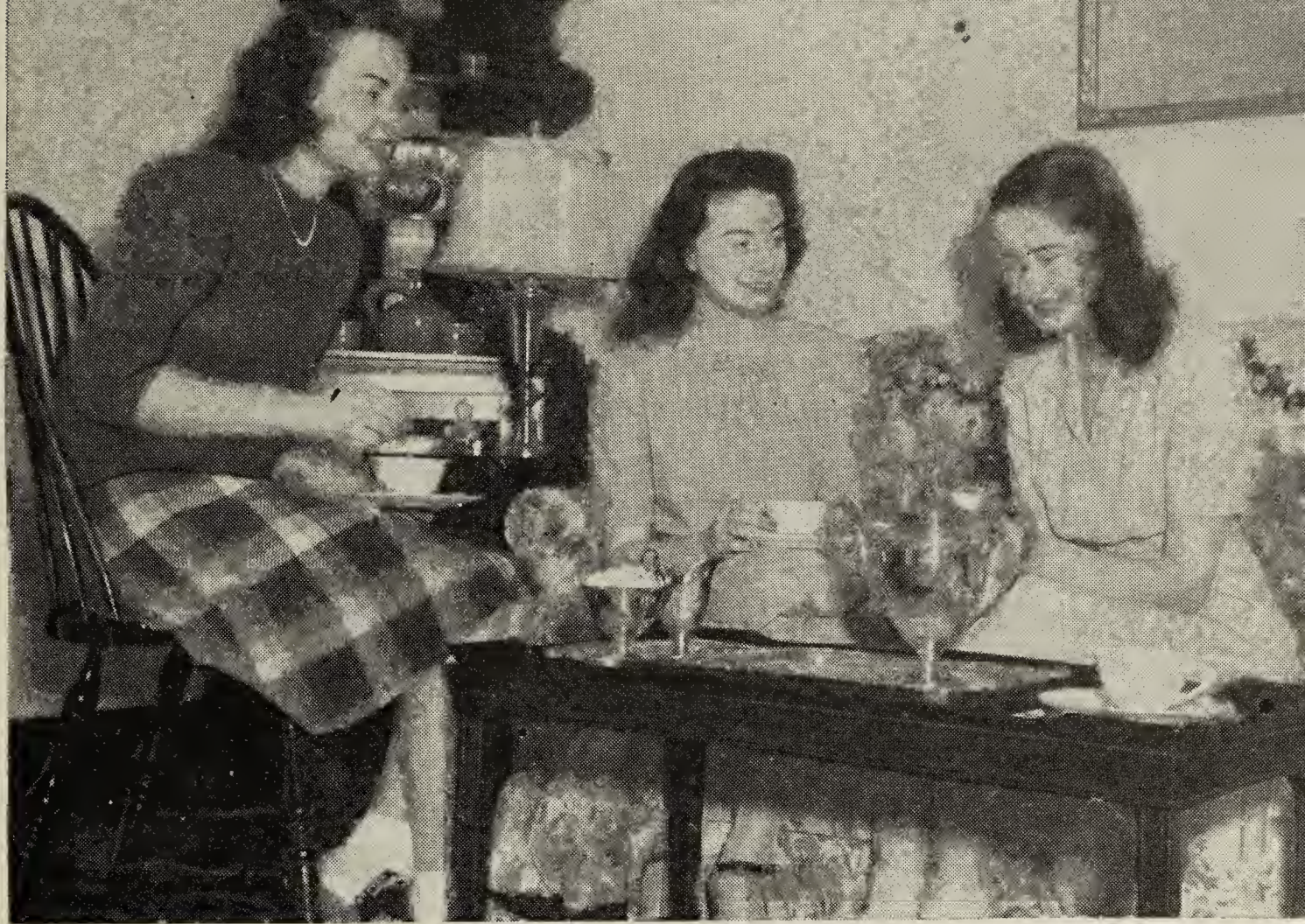
of “going and coming.” If you contrast the satisfaction such evenings brought with those gained from spending an evening with a real friend, you will find a great difference in what each has meant to you. One of the deep needs of all humanity is for affection, and our friends stand next to our families in meeting this need.

Real friends avoid dominating each other. In friendship, as in the family, there must be respect for the individual if the relationship is to be constructive. Sometimes you see two girls together all the time. One does the thinking and the planning; the other trails along and does as she is told—a sort of a Man Friday, as in *Robinson Crusoe*. They may seem to be well satisfied with their relationship, but it is not a real friendship. The one who does the thinking and planning has taken over large powers and is a dictator dealing with a slave rather than a friend dealing with a friend. The other has failed to be wholly honest with herself if she allows her decisions and opinions to be made for her. In a desirable relationship, each makes his or her own decisions but shows regard for the opinions and attitudes of friends and family.

Observation of good manners safeguards friendship. Manners are commonly defined as external behavior for each of the many points at which irritation and confusion might exist in group living. Their bases are tolerance, forbearance, unselfishness, and respect. Important as manners are at the dance or in the schoolroom, they are even more necessary in all intimate human relations. Many volumes have been written on manners, some most interestingly, by the world’s great men. You will not need to be familiar with them all. But you should learn from some of them the way to introduce your friend to your mother, to your brother, and possibly to the little girl next door. You should know the manners that make for satisfaction in talking together and going about. If a few “don’ts” were to be given, the first ones might be these:

Don’t chew gum in the presence of other people. If it must be done, try to keep the activity to the bathroom or your own bedroom.

Don’t talk all the time.



Many an idea is shared over a cup of tea!

Don't interrupt others to get your comments in.

Don't be familiar with people you have merely met.

Don't be boisterous on the street or in public places.

Don't discuss personal matters in public places or with mere acquaintances. Most people find little satisfaction in the kind of an operation Uncle Joe had or in what you said to the salesman.

Don't linger longer. When you have decided to leave, walk to the door, say good-by and go. The whistling wind from the door kept open for a prolonged good-by has a chilling effect on friendship.

A broad circle of friends is desirable. There are sometimes girls who limit their friendship to one other person and seek through this relationship to meet the wide variety of their needs for social contacts. The two may be so close together as to exclude all others from their interests and activities. Such friendships are dangerous. The interdependence between the two may be so great as to cause them to be almost grief-stricken if one must move away. The limiting of the scope of friendship tends to limit the scope of life and

leave both with narrow, restricted interests and contacts. Sometimes such friendships have the effect of shutting out normal contacts with boys and men, with the result that marriage and home are pushed out of the girls' lives. If we are to live richly, our friendship should not be narrow or cliquelike but should bring us rich and satisfying contacts with people of all ages, of both sexes, and from many walks of life. One girl was happy to find that the school janitor had known the poet whose works she enjoyed and that he, too, was enthusiastic over this man and his works. Another found that the old bookbinder was from France and knew and loved many of the places about which she was studying. Their shared interests led to esteem and affection that were valued by both.

To summarize this discussion and present that which would characterize friendships worthy of a grownup, we quote from the work of Kahlil Gibran, the Prophet, who says:

And a youth said, Speak to us of Friendship.
And he answered, saying:
Your friend is your needs answered.
He is your field which you sow with love and reap
with thanksgiving.
And he is your board and your fireside.
For you come to him with your hunger, and you seek
him for peace.
When your friend speaks his mind you fear not the
"nay" in your own mind, nor do you withhold the
"ay."
And when he is silent your heart ceases not to listen to
his heart;
For without words, in friendship, all thoughts, all de-
sires, all expectations are born and shared, with joy
that is unacclaimed.
When you part from your friend, you grieve not;
For that which you love most in him may be clearer
in his absence, as the mountain to the climber is
clearer from the plain.

And let there be no purpose in friendship save the deepening of the spirit.

For love that seeks aught but the disclosure of its own mystery is not love but a net cast forth; and only the unprofitable is caught.

And let your best be for your friend.

If he must know the ebb of your tide, let him know its flood also.

For what is your friend that you should seek him with hours to kill?

Seek him always with hours to live.

For it is his to fill your need, but not your emptiness.

And in the sweetness of friendship let there be laughter, sharing of pleasures.

For in the dew of little things the heart finds its morning and is refreshed.¹

For your thinking and doing

1. Name some examples of famous friendships. What was the basis of the friendship in each case? Was the friendship helpful or harmful to the persons involved?

2. Cite an instance of a friendship being too demanding on the individuals concerned. On what level is such a friendship?

3. What do you consider important characteristics of a good friend?

4. Read a poem on friendship. How does it measure up to your idea of friendship?

5. Why do some people have many friends and others only a few?

6. Make a list of the things a person must do to stay your friend. Evaluate these. Are you being the right kind of a friend?

Problem 4. How can you make and keep satisfying friendships with boys?

If there were one thing, more than another, that the high school girl interested in having friends among her boy classmates should

¹ Kahlil Gibran, *The Prophet*, by permission of and special arrangement with Alfred A. Knopf, Inc., New York.

keep in mind it is that *boys are people*. That is stated almost as if it were a discovery. It seems so little recognized in school circles that some emphasis of the truth therein is desirable. Like other people, boys like to feel secure and at ease. They enjoy feeling that they count, that they have personal worth, and matter to others just as you do. The basis for a friendship with boys then is the same as that for girls, for adults, or for any people. You may recall these bases were given as understanding, confidence, loyalty, affection, sincerity, honesty, and tact. Friendship with boys on these bases is valuable because it helps increase your knowledge of people, it leads you to share the masculine viewpoint, and it enables you to know more of the qualities you admire in boys and men. Just as you have found out that a clear skin and a sparkling smile, alone, do not make a girl a good friend, so you will see that membership on the football squad or being a good dancer, alone, do not make a boy a good friend. It is easy to ignore this fact unless you have had friendships with several boys.

Certain matters tend to make friendships between boys and girls somewhat difficult. One of these is the fact that so many of us are "only children." We have had no brothers to play and romp with; we have had no way of knowing how boys look at the rules of the game of life. Because we lack everyday contact with boys, we tend to look at them as either Sir Galahads or as dangerous leaders of an enemy band to be outwitted—if possible. It becomes difficult for us to regard them simply and basically as people.

The second fact that makes a sane friendship somewhat difficult is that as we mature physically we begin to be aware of ourselves as women and of boys as men. Earlier we have been interested in being included among the girls. We have wanted to know how to do the things girls do and to have approval from the girls. The boys have been interested in their own gang. They may have regarded clean necks and ears as "sissy" and girls as "bothers." Then there comes a change. We feel a new attraction for them and they for us. They begin to be somewhat disturbing and exciting. From the late schoolchild attitude of "Aren't boys pests!" "Aren't they mean!" we begin to find them most interesting of all people. Then sometimes our parents say, "Oh May, I wish you wouldn't be so 'boy-

crazy.' " It is not being "boy-crazy" to wish to be friends with boys as with other people. It is being "boy-crazy" to let the new and exciting friendships you are making crowd out friendships that had meaning to you before. Then you do seem to have lost your sense of values—to be "boy-crazy."

Another matter that may hinder having satisfying friendships with boys is the attitude your family takes to this development. Your parents may think of you as their little girl and say flatly, "There will be plenty of time for that later. You are too young now!" Ordinarily, if your own actions are fairly reasonable, your parents will be willing to meet you part way. This will be true if you hold on to the old interests even while making a place for the new ones. If you show respect for the friendships you have long had, and show that you are making new ones on the same sound basis, then there is less probability that your parents will protest.

Frequently, however, girls and boys are thoughtless in their new-found awareness of themselves as men and women. They will spend long minutes loitering over their good-bys, with the open door admitting wintry drafts to the discomfort of the household; they may devote hours to a telephone conversation made up chiefly of "No, I don't" and "Yes, you do." They will demand far more than a fair share of the money available for clothes and fun. In many ways they will show, without meaning to do so, that the friendship is not one that makes for consideration of others or for self-respect. The protest of the family that the whole business is silly is not quite true. Learning to know and be friends with boys is not silly. You may have chosen some silly, selfish ways of reaching that goal.

Parents often wish to delay their daughter's awakening interest in boys until she is older because they feel they have been inadequate in interpreting sex to her. They know for themselves, and they want her to know some day, the satisfactions of a normal, home-centered sex life. They may fear that her lack of knowledge and insight in the significance of sex may lead her to squander emotions that have value in the marriage relationship in cheap and damaging experiences. They may have reason to distrust the boy whom she wishes to date. Doubtless the boy's parents experi-

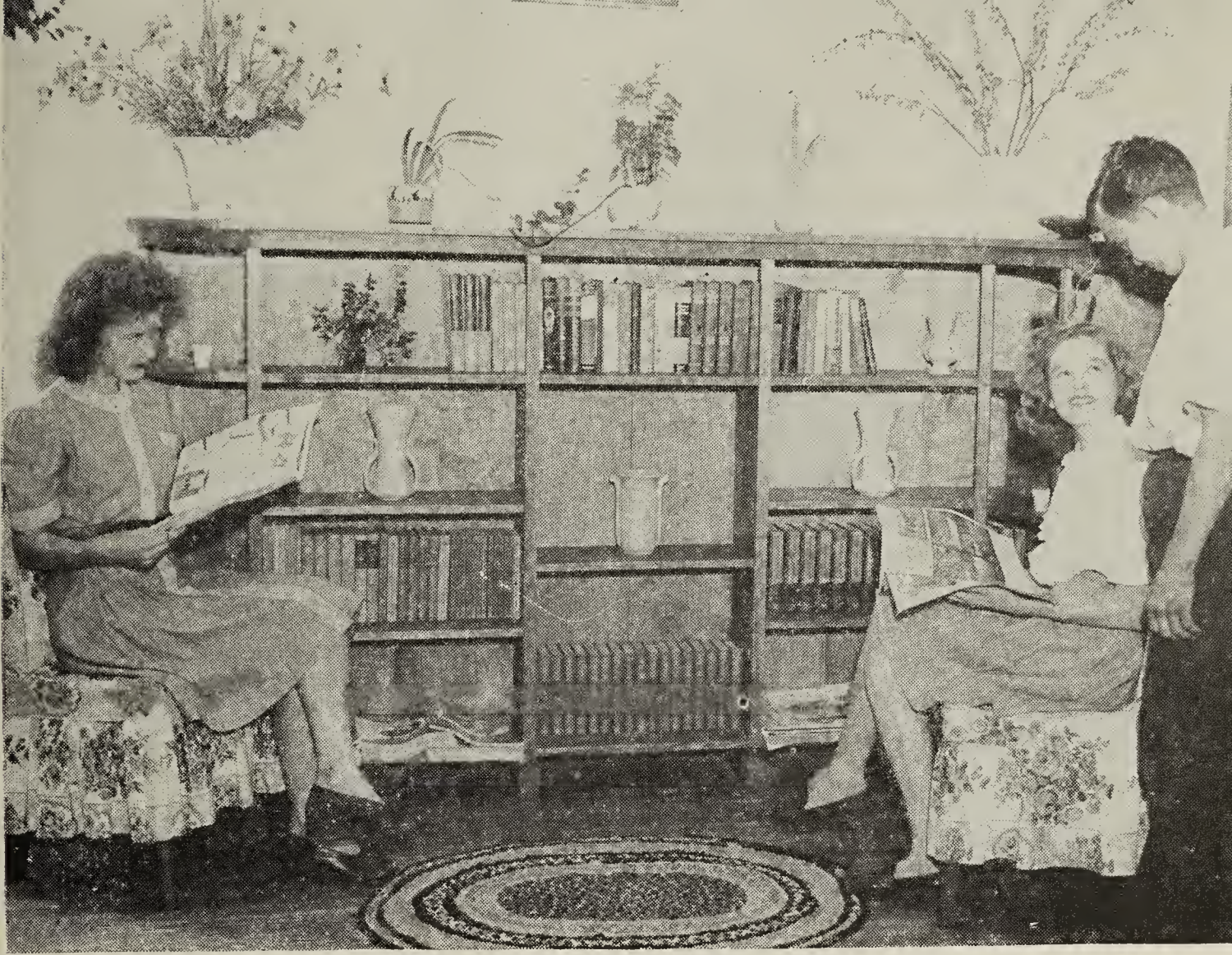


Carter Products, Inc.

Even sharing a candy bar can add to your fun.

ence much the same sense of concern. The girl's problem, then, becomes one of taking from and giving to her parents assurance that she has a grown-up attitude on sex, that she is a responsible person who keeps promises in regard to hours, places, and activities. Saying this will mean little; keeping this will mean much.

Getting acquainted may be fun. Getting acquainted with boys is the first step in building friendships with some of them. Again the same means that makes for enjoyable acquaintances among girls works with boys. Give friendly greetings. Find out what they are interested in and be able to talk to them about that. Be what is termed a *good listener*. In order to be a good listener you must be sincerely interested; you must encourage the other person to keep contributing to the conversation without direct questioning. If you can listen with interest, intelligence, and some information, you will be able to become not only a good listener but a good conversationalist. Words, written and spoken, are mankind's chief means of exchanging ideas. No one needs to be embarrassed over attempting to develop skill in such exchange. Unless there is an exchange



Evelyn B. Creekmore

Cordial friendliness makes social contacts pleasant. Jealousy and spitefulness make them impossible.

of thoughts and ideas, meetings between persons rarely lead to acquaintanceships, much less friendships. To be a good conversationalist, you will need to read widely within the fields in which you are interested. You will need practice in conversing to learn ways and means of keeping the ball of talk rolling within the bounds and on the main lines. You see, conversation is much like a ball game. One needs to be able to share in the teamwork and sometimes to make a run between bases. No one is expected to make a continual series of home runs! In other words, a good conversationalist does not monopolize the discussion. In school and in later years you will wish to share in the social life of boys and girls together. Such sharing will be satisfying to you only if you are able to make and keep friendships among your associates. Ease at becoming acquainted is the first step to this goal.

Keeping friendships with boys is much like keeping friendships with other people. Sincerity and honesty play a large part in en-

during friendships. If you are not natural and unaffected in the presence of the other person, you are dooming yourself to a period of pretense that will eventually end in mutual disappointment. Posing and bragging, talking about your rich uncle, your probable career as a motion-picture star, and the like create gaps that are hard to bridge. Rarely do they create a favorable impression, or if they do they tend to stress differences between your more fortunate self and other poor mortals. As with other friendships, self-centeredness and selfishness are destructive to satisfying relationships between boys and girls. Arguing, bossing, and making fun of your classmates are also destructive to the growth of real friendships. You must respect the personality of others if they are to respect yours.

Knowledge of social customs is helpful. Boys like girls who will go with them and not have to be shoved or pulled about because they don't know what to do. A sense of humor helps here as with other friendships. One must be able to see big things and little things and to chuckle when the pattern changes so a little thing suddenly looms up big. Much of the time this means smiling at your own reactions and looking at trifles as trifles.

Above all, you should be yourself. You don't have to smoke or drink to make friends in worth-while groups of people. Boys are people. Invitations to smoke or drink may be part of the boy's effort to impress you with his grown-upness. It may be his pose. If you are natural and respond, refusing according to the standards in your home, you may help him to drop his pose and be natural. Drinking affects one's reactions. It makes people lose controls they value in their conscious life. It tends to reduce reactions to an instinctive level. This is another way of saying that drink makes you less than yourself. A friendship that urges or pushes you toward being less than yourself is not a constructive, helpful one. You may help the boy and yourself if you can say, "I think we are bright enough and smart enough to have a good time as people with minds. Shall we try doing without that?" It is not wise to try to build friendships with persons who wish to "put their minds in storage" and let their instincts rule during the time that is being spent together.



Topeka, Kansas, High School

Learning to “mind your manners” is a part of growing up.

Satisfying friendships between boys and girls may form the basis for a deeper bond later. More frequently than many of us realize, friendships in late high school and succeeding years ripen into bonds of affection that lead to marriage. It is well, then, to include in one's intimate friends only those people whom you would believe worthy of a deeper affection. A noted psychologist points out that it is right and proper for some friendships to ripen into love. He used a figure something like a bull's eye target to illustrate his point. He says that people who go from the outer circles to the inner are able to have ever increasing shared interests, experiences, and strengthened bonds. Those who go directly to the bull's-eye of marriage skip over so many steps that their sense of sharing is slight. Says the sage adviser, “These are the ones who trouble the psychologist and clutter the divorce courts.” None of us would wish such an experience. We would prefer to know, to like, and then to love. Boy-and-girl friendships, then, matter enough for us to spend time and patience to let them grow and become fully significant for us.

For your thinking and doing

1. What characteristics do you desire in your boy friends? In men you admire? How do these compare?
2. Name three men characters in books, plays, or motion pictures whom you think you would like as friends. Why?
3. Why do parents and daughters sometimes have conflicts over dating? How can they better understand each other's attitudes? How can a solution satisfactory to both be reached?
4. What are advantages and disadvantages in bringing your boy friend to your home for good times?
5. List the things that girls can do to increase their number of boy friends. Are all of these desirable practices? Why?

Problem 5. What do you want to do when you are a grownup?

It has been said that the two things of greatest importance to an individual are *making a life* and *making a living*. This is another way of saying we each must give careful thought to what we want to be and what we want to do. There is a definite relationship between the two. We cannot find a place to make a living in many lines unless we have made ourselves considerate, honest, patient persons. Again, we will not be able to keep our self-confidence, our sense of personal worth, and, in many cases, our physical well-being unless we find a place to do our share of the world's work. You have only to see the faces of men and women long unemployed to realize how true this is. Even if they have had food, shelter, and clothing, they still suffer from a basic lack—the lack to do a needed job to the best of their ability. Generally we fail to take note of this need. We tend to speak of work as something that has to be done, rather than as something we find satisfaction in doing. Again and again we say: "I have to make a cake." "I have to make the beds." "I have to study." "I have to sew on that dress." And when the task is done, we may say, "Thank goodness that's finished." Thus we tend to emphasize the drudgery rather than the creative phases of work. Much of this same attitude may be found among the people who are doing work for money. They loiter on the elevator as they go to work; they make many jour-



Top left, Extension Service, Kansas State College; top right, The Seattle Times; bottom left, Maryland State Department of Education and Bellville, Maryland, High School; bottom right, Helen Ankeny

Skills of all kinds can be learned at various ages.

neys to the drinking fountain, spend long periods refreshing the make-up on their faces, and then finally have their hats on and are ready to leave long before the signal for closing comes. One cannot help but feel sorry for them. They spend long hours not really *living* but struggling to avoid earning a living. That is a stupid waste of energy that you will wish to avoid in your own life. It shows clearly the need for careful thought and wise choice of the work you plan to do. There are certain bases that should serve as the foundation for your decision as to what you are going to do.

Doing the thing for which you have a natural bent is good sense. There are some few people whose natural bent toward some one line of work is so marked that there is little reason for debate about what they will do. Their number includes the violinist, the singer, the painter—all of whom have shown marked talent and singleness of purpose ever since early childhood. Sometimes there are nurses and physicians among this number too—people who have found an absorbing interest in a professional field early and have never doubted through the long years of preparation the “rightness” of their work for them. Perhaps you lack such specific interest and assurance of any one line of work being your own. You need to take stock of yourself, much as a merchant takes his inventory at the end of the year. In listing your assets, you will list your strengths, your interests, your enthusiasm, your experience, if any, and your preparation. Then make out another column, listing your weaknesses, your handicaps, if any, and the lines of work for which you are sure you have *no* interest. At first, your columns might read somewhat as follows:

<i>Assets</i>	<i>Liabilities</i>
General good health	Pimply skin
Average mental ability as shown by high school grades	A lisp that embarrasses me when I speak
Highest rating in mathematics	Do not enjoy reading
Strong sense of order	Have money for only short term of additional study after high school
Accuracy in statements	Little experience with people in- cluding children
Written work always neat	Dislike themes and other writing
Found experience in father's of- fice on his accounts very inter- esting	Shyness as yet not overcome
	Dislike being around sick people

After you have made your personal inventory, put it aside for a couple of days, and then take it up again, revising it in the light of critical consideration of yourself. Ask some older person whom you know well and trust to consider it with you. Together, work

out a corrected list of strengths and weaknesses that will give you some job “leads.” If your school offers a vocational guidance service, you will be interested in taking the various aptitude tests for the lines of work which you are considering. These tests are not final, but they are regarded as showing relative strength in given lines.

A well-known efficiency expert has said that there are *quantity* producers and *quality* producers. Misfits come when a “quantity” producer is tied to a job requiring careful detailed work or when a “quality” producer finds himself facing a mountainous task, which by its very size makes concern with every detail impossible. You, more than any other person, have full resources for knowing and appraising yourself. Which way do your interests and abilities really lie?

The work you do should challenge you. In a machine world many workers spend their days in making what has been wittily described as “a part of a part.” In such cases it is sometimes difficult to see significance enough in the task to feel any challenge. Then the worker becomes a part of the machine and works away at drudgery, lacking any way of putting himself into his work-a-day world. No one would wish to choose work that proved so lacking in interest. Even though the pay is good, it could not be large enough to pay one for living through dull, boring years without challenge. The challenge may be to the mechanical skill of the watchmaker, to the lawyer’s ability to put many slight bits of evidence together and ferret out the truth in a case, or to the teacher’s ability to make truths clear to young minds or bewildered people. This sense of challenge in the daily work may be felt by the nurse, the homemaker, the telephone operator at the switchboard, as well as by the artist who yearns to paint the picture in his mind and the writer who seeks to convey a deep truth in beautiful poetry or prose. In every case, the challenge serves to make the person strive harder to do the task as he sees it might be done. Almost every post that offers some sort of service to people can be challenging, if you seek to see what the work really means. However, some kinds of work are so much more directly related to human needs

that their challenge is more evident. You will want to feel that your work counts and has value to the community of which you are a part.

You will want work that brings you regular returns of a decent living wage. If you are working to support yourself, as well as to prove your personal worth, there are two points that are of great importance to you about the pay check that any given job carries. The first of these is the amount of money paid each week or month. Is it a living wage? Can you live decently, if simply, upon it? Beginners rarely receive large pay, but even they should earn enough to support themselves in decency. The second question is, "Is the employment regular?" Many young women find that what they supposed were good wages are really good wages for some work days, with long seasons of unemployment between. Such a situation makes it difficult to keep one's self-respect and to have a normal development of one's personality. Can you see why? "Today a feast, tomorrow a famine" is not the way to rounded living.

You may need to consider the time and money necessary for adequate preparation for a given position. Many positions require further preparation than that held by the high school graduate. The stenographer must complete a business course that will give her a degree of skill in the routine work of an office. This usually takes three to six months. The nurse must complete a hospital course of three or more years before she is eligible to take the examination that may yield her the coveted R. N., showing that she is a registered nurse. The home economics teacher and the home demonstration agent must each complete a four-year college curriculum directed toward their personal development and their preparation for their professional work. The dietitian must be a college graduate, who has completed the work in a curriculum offering opportunity for special preparation in this field, and then must continue her studies for an additional year as a student dietitian in an approved hospital. To become a physician, one must be a college graduate who has spent an additional four years in medical school and has followed this by an internship of from one to three years in some hospital or medical center. The wide varia-

tion in the type of preparation needed to enter the different lines of work and the length of time required for such preparation is worthy of careful thought. Perhaps you would like to be a physician. The expense of ten years further schooling after high school may make this plan out of the question. You know that a medical education only one-third finished would have little or no value in fitting you for a job. Then you may turn to other vocations that offer much the same sort of service to people as does medicine, to see if among these you can find a satisfying field of work, preparation for which you can afford. You may then become interested in being a nurse, a laboratory technician, or a dietitian. You may long regret that you were unable because of time or money or both to become a physician. The regret will grow fainter as you find deep satisfaction in the needed and interesting work that you have chosen.

You will want to choose a line of work in which you have reasonable expectation of finding employment. There are many girls each year who fix on some vocational ambition, with small regard for the probabilities of finding work in this line. A girl in a rural section may decide she wants to be a buyer for a large department store or an interior decorator, but knows also that she cannot, for family reasons, leave her native state. She needs to determine how many buyers are employed in her state, what the average annual "turnover" in buyers is, and what sort of background these buyers have. She may discover that in her own situation the career of buyer offers her too little chance of employment to justify the extended preparation required for it. The girl in an urban center may find the opposite to be true. The number of possible openings in a given field should be determined. The wise girl will also want to know if there is reasonable assurance that women will be given fair and impartial consideration along with men for work in this field. A woman who was recently graduated from a college in petroleum engineering was protesting that she didn't have a fair chance to get into the field of work in which she was interested. Her college dean said, "Well, you should have known before you started that no one would want a woman engineer in an oil field." The idea had not occurred to her, and the fact that women were discrimi-

nated against came to her as a real shock. Her preparation fitted her for a vocation in which no opportunity was open to her, and she found continued college work along other lines necessary to fit her for a wage-earning job. We tend to believe that all doors are open to women. They may be ajar, but there are many that are not really open. A realistic approach to the study of opportunities for women in various occupations and professions may save one real hurt and considerable loss of time and money.

Most women expect to have two vocations. They expect to carry on a wage-earning activity after their high school or college days for from one to seven or more years. During this time they will share in the satisfactions of wage-earning life with men and other women. Then, most women plan to stop or at least interrupt this wage-earning activity to take on the highly responsible task of sharing in making a home and rearing a family. This is the second vocation. It is of even greater importance to a woman and to society than any other wage-earning activity she may carry on. In many cases the understandings, appreciations, and skills between the two vocations are so different that the homemaking period does not sustain and increase her ability in other vocations. In such cases the woman may find it difficult to re-enter her earlier vocation when she is freed from the responsibilities of child rearing. To an increasing extent, married women seem to find it necessary to seek gainful employment. This gives added emphasis to the importance of choosing well the work one plans to do and of relating it as much as possible to the unique work that has long been woman's. Home economics best serves this purpose for many women. By choosing work in this field one is freed from being discriminated against because she is a woman. Further, the possibility of combining one's experiences as a woman and a worker into a significant whole is also greater in home economics than in almost any other field.

Each of us should expect to find happiness through our work. Again and again this fact is stressed by the sages and poets. We are told, "Blessed is he who has found his work; let him ask no other blessedness." As a bare statement, this may seem severe. We

find it easier to accept the statement of Henry Van Dyke who phrases the joy of work beautifully in this well-known poem:

WORK

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market place or tranquil room:
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
“This is my work; my blessing not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way.”

Then shall I see it not too great, nor small
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide to play and love and rest,
Because I know for me my work is best.¹

For your thinking and doing

1. Make a vocational asset and liability analysis of yourself. To what extent does it give you a lead as to what line of work you might select? What vocations are indicated as desirable possibilities?

2. Select a possible vocation for yourself and list its good and poor points.

3. What is a “decent living wage” for women in your community?

4. Decide whether you are a quantity or quality producer. How should this affect your choice of work?

5. What are the vocational advantages that would come from going to college? What are some of the other advantages? What considerations might keep one from going to college?

6. Write a letter to a friend explaining the points she should consider if choosing her life work or a college.

¹ Used by permission of Charles Scribner's Sons, New York.



Better Homes and Gardens magazine

When boys and girls invite their friends to share in family fun, such as this picture shows, they help build mutual understanding.

Unit Activities

1. Make a study of yourself. List the traits in yourself that you like and dislike. With the help of others, decide on two traits that you wish to develop. Plan your procedures and follow these for a given time. Evaluate your progress and decide whether to continue this.

2. Participate in a panel discussion on one or more such subjects as the following: steady dating, petting, early marriages, choosing a vocation, making and keeping friends, and understanding our parents.

3. Make a chart of at least five vocations for women in your community. Include the preparation required, the probable money return per month, the number of months of employment per year, the possibility of being discriminated against, the community esteem of this work, the personal satisfaction of this work, and its possible future.

4. Make and carry out plans for a vocational guidance day or week.

5. Make and carry out plans for friendship or courtesy week.

6. Make a collection of prose and poetry on the subject of friends and friendship.

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Unit 3 . . . Managing a Home

*T*HE management of homes, if taken collectively, may well be thought of as "big business." There are more than 30 million homes in the United States. In each of these someone is attempting to provide as best she can for the needs and satisfactions of a family group. No two families will be exactly alike in health, size, interest, earning capacity, house and equipment, or personal resources. One family may be composed of a bride and groom, striving to get the most of what they consider

desirable in a tiny city apartment. Another may include six boys, whose ages range from nine to fifteen, a father, mother, and a grandmother—a large family group that fills to its capacity a large farm home. They, too, are striving to make such use of their resources as to obtain the most possible of that which they greatly desire. In another home, the family may be made up of an aged couple, feeble and infirm, yet deeply desiring to find their last years good because they are together in the home where children were borne, and are independent. You can add to this list of families with homes to be managed, many, many others—each different. However, in most of them someone, usually the mother, spends seven to nine hours managing and working so that the home will be a good background for family life. To each of them someone, usually the father, brings his earnings so that money may be available for family needs. A major part of our huge national income is used for this purpose. The large number of persons employed in managing homes and contributing to the work of the home exceeds that of persons engaged in any other occupation. The average time used by these persons exceeds the average of any union member engaged in transportation or industrial work. The money spent annually to provide for the needs of the families in these homes exceeds that handled annually by the largest peacetime industry in our country. So collectively, home management is “big business.” It differs from other big businesses in that there is no central office to direct its work, no one or ten places where its activities are centered, no generally accepted standards which its work must meet, and no speed of performance to which its workers are held.

Its success cannot be measured by any combination of efficiency scores, as its desired product—purposeful living and happiness for a family group—cannot be created in a day or a year. Nor does it lend itself to exact appraisal. There is no “big business” whose success matters more to America than the management of its homes. Upon success in this area rests a large part of our chance for a worthy culture and a continuance of a will toward democracy among our people. The importance of study of home management can hardly be overstressed.

Problem 1. What does “managing” mean?

The word “managing” deserves consideration before we attempt to see all that is included in the wide field of managing a home. A first step in increasing understanding of the meaning of a word, of course, is to turn to the dictionary.

Several definitions are given. We find managing defined in such words as these: “using means wisely to accomplish desired ends,” “having under control and direction,” or “directing and governing.” Each phrasing indicates that the job of managing is complex and requires wisdom, understanding, and skill.

A delightful enlargement of the definition of management, as given by a present-day writer, follows.

A man I know, something of a poet, with a pronounced inclination towards living his poetry as well as imagining it, said, “My wife is a beautiful woman as you will allow, and she is at the same time the most innately good woman I have ever known; but the most beautiful feature she has, at once the most expressive of herself and beneficent to mankind, is her hands. Have you ever noticed them? Do, when you can, without her finding you out. She knows that I admire them and it makes her shy. But watch her handle a loaf of bread when she is cutting it; observe how the fingers travel and adjust themselves, each doing a definite piece of work. Watch her sewing and don’t omit to observe the play of the hand which is hidden in the work. Watch her, above all, knitting. The hand-play then is like the running of some exquisitely timed engine. I can sit and look at it for hours together . . .”

She came in by-and-by from her village affairs, took off her hat, put on her apron, and busied herself with tea-making. I watched her cut bread and admired. It was deftly and quickly done; and true enough the fingers traveled about over the uneven surface of the loaf as stone crop embraces a boulder. She was tall for a woman and had large, capable hands, tanned by the sun to a warm brown on the back,

well-shaped certainly. The fingers were long and flexible, narrow, but not pointed at the tips, which were as sensitive, or seemed so, as the horns of a snail. They worked and felt about for holding ground just in a snail's way. I saw that, as her husband has said, *each had its appointed office*; that, as in a boat's crew, *each pulled its full weight* . . .

With her knitting, which occupied her after tea, the same activity of all the fingers was very noteworthy. The ring finger was particularly adept, and with most of us it is the drone of the bunch. While she knitted she conversed with me, sitting at the open door of the cottage. Her talk, like her movements, was natural, unconscious, in harmony with herself . . . And presently one thing struck me: her favourite word. It was "manage." When I had offered to carry out the tea things to the scullery for her, she thanked me with a smile and said that she could manage. When it was a question of a boy under a cloud and the vicar who was going to discharge him from the choir, she looked shrewdly out and thought that she could manage the vicar. She dropped a stitch in her knitting—and managed. She managed anything, and most bodies, so easily. No word was more often on her lips. Then etymology¹ threw a beam of light. Manage—manège—handling!"²

Management is needed everywhere and at all times. It is hard to imagine a task so small that managing is not necessary to insure that the desired goal is reached. So small an enterprise as walking down the street and spacing steps for a block so as to avoid the consequences of, "step on a crack and break your mother's back," requires some managing of interest and muscles. So large an enterprise as making a home and directing its activities to promote successful family life requires a great deal of managing. It involves high levels of skills and abilities, understandings and appreciation as the background for wise choices if the desired goals of family life are to be met.

¹ The origin or derivation of a word as shown by its analysis.

² *Wiltshire Essays* ("Manège"), Oxford University Press, 1923.

Managing a home is of great importance. The activities of home management include planning and doing, directing, guiding, and coordinating the use of the family's resources so that they will yield the most possible of that which the group regards as desirable. Each of these activities may involve making choices that are designed to help the family toward clearly understood and desired goals.

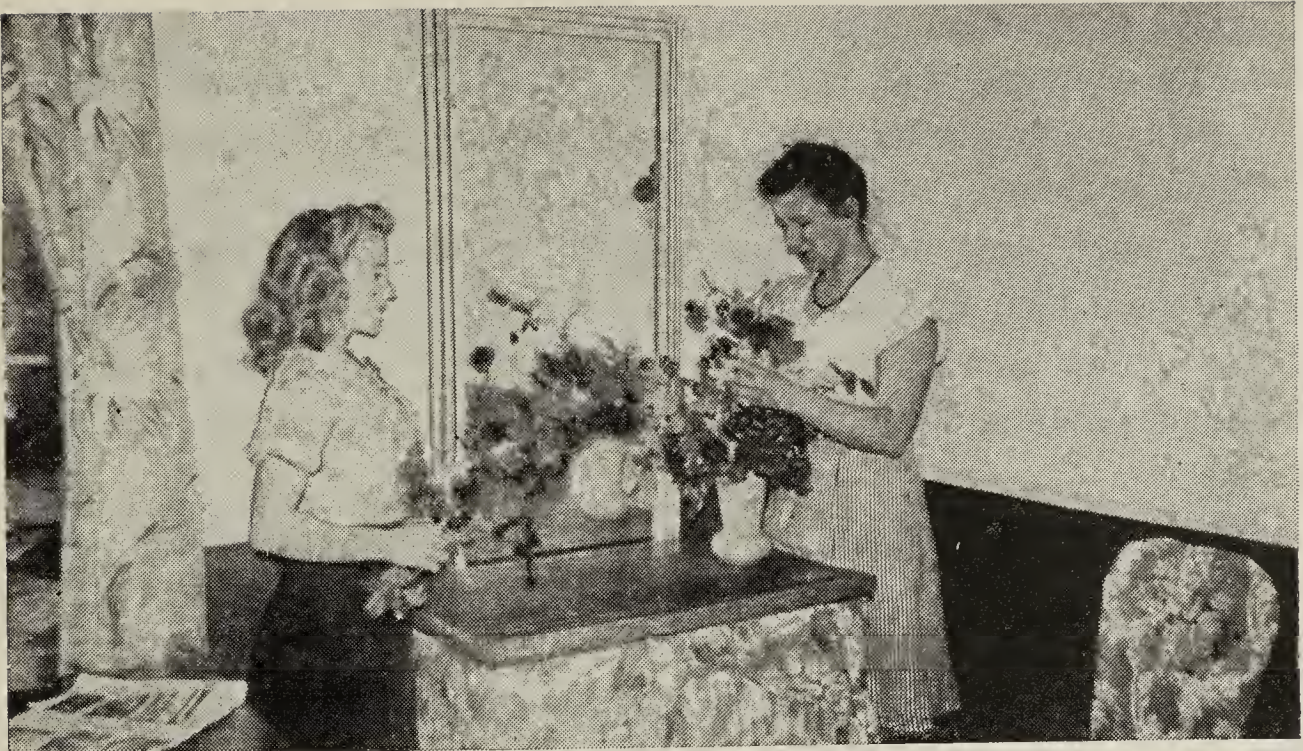
For your thinking and doing

1. Try to find another definition of management. How does it compare with those presented in this problem?
2. Describe a homemaker whom you consider a good manager.
3. Compare two homemakers in respect to their skills and abilities in management.
4. Select a home task and name the steps or parts in which management is involved.
5. In what ways are the managing of a home and a business alike?

Problem 2. What are the goals of home management?

We have said that home management has for its end helping all of the family members to obtain from their resources the most possible of that they deem desirable. There are some differences among the things various families and various members of a given family desire. Even so, there is a sort of a pattern of desires of families that homemakers have long tried to so manage their resources as to attain.

Many desires make up the pattern. Included in it are (1) good health, vigor, and zest for each and every member of the family; (2) children whose normal mental and physical growth are well provided for in the home; (3) provision for the education of children in the home and in schools in accord with their interests and abilities and also for the continuing education of the adults along lines of general and special interests (including opportunity for new experiences through travel, reading, and group study); (4) opportunity for self-expression and development through creative activity in some hobby such as crafts, writing, sketching, gardening, or music; (5) mental and social stimulus



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Skill in flower arrangement is an art that adds to the charm of the home and to the satisfaction of its members.

through the love and affection of the family and the friendliness of others outside the family circle; (6) a house to serve as a home, so furnished and equipped as to afford adequate facilities for family life and individual rest, relaxation, and privacy; (7) provision for finding and expressing beauty in the home and its environment, as well as in one's personal environment; (8) satisfying fun and amusement; (9) a well-ordered routine of the necessary work of the home with reduction and simplification of housework; (10) provision for the continued financial security of the family through a carefully planned savings program; (11) development of an ethical code that is satisfying to the family members as a guide to choices made and values sought; (12) satisfying and successful identification of the family as a part of a democratic community, desirous of sustaining and improving the ideals of the larger group.

Perhaps you can add some other items to this list of the common desires of family groups. It may be the thing you wish to suggest is really included in the rather large topics listed above.

The major emphasis within the pattern of desires varies with the changes in the cycle of the individual family. Rarely does a family

need to provide for the cost of having a baby and the cost of sending a daughter to college in one year. If such should be the case, the management of family resources would present some difficult but not unsolvable problems. Likewise, not many families in their later years have to provide the money and patience necessary to insure that music lessons are provided and do "take." Other differences in emphasis among family goals with changes in the cycle of a given family similar to these may come to your mind.

Every change in family needs and desires requires managerial skill in the use of resources to assure family satisfaction. You recall the activities of home management are given as "planning, doing, directing, guiding, and coordinating the use of family resources." Do all of these remain necessary throughout the family cycle? To some extent they do. Planning, for example, is a continuing activity. The homemaker who is new to her job may spend considerable time over her plans to make sure that she is making provision for all of the necessary activities and interests included in homemaking. After a while, she may have the mechanics of handling a household for two with a minimum of "paper thinking." Perhaps by the end of the first year she has to replan to simplify jobs and fit the whole work schedule to her energies reduced by pregnancy. A new plan of the work of the home must be made when the baby is born that will insure not only that provision is made for its care, but that also the affectional life of its parents is considered. When a child reaches creeping and toddling stages the plans require editing and modifying. Adolescents bring a new situation into the home and when they reach maturity and go forth from the home, the father and mother must again plan, rethinking their goals which they will find still valid, and refocusing their activities.

For your thinking and doing

1. Name the patterns of desires of your family. Which of these require management for their attainment?
2. Select two families that you know. List for each evident family goals. How do these compare? How are these affected in each case by home management?

3. What should be the goals of home management for a new homemaker? How will these change when her first baby comes?
4. Is it possible for a homemaker to be too good a manager. Why?

Problem 3. What are the available resources used in home management?

No two families have identical resources to be used in making their homes satisfying to the members. Yet each family has something under each of the following headings: time, energy, money, and personal qualities of family members.

The time available for the work of the home varies widely. It depends whether or not the mother is employed, whether there are relatives living in the home who have time to contribute to its work, what hours the husband may have free from his work, and the number and ages of the children.

The energy available by family members, by employed help, and by electricity must provide for the work and the play of the home. Today, there is a continually decreasing number of women willing to accept work as "the hired girl," the maid, or the home helper. The chance to supplement the energy of the homemaker and other family members with the full-time effort of a paid employee is much smaller than it was fifty years ago. Today, the trend is toward use of electrical equipment as affording extensions of the available energy. An electric washing machine that lifts the larger part of the burden of wash day, an electric vacuum cleaner that makes easy the work of cleaning, a modern electric or gas stove that reduces the time and work of cooking are some of the means of compensating for the diminishing supply of human energy. Efficient as these may be, the demands on the homemaker's strength are still great enough to make necessary careful planning and wise simplification. If this is not done, the energy that should go into creative play in the family group may be spent otherwise, and zest and joy in living may be cheated.

The amount of money to be managed may be large or small. This depends upon the earning power of the family members and the number of them contributing to the financial support of

the home. The supplies which a given money income may obtain for the family vary widely with other resources of the family. In one case, the money may be scanty but the time and energy of family members high; in another, the money may be ample but the invalidism of the mother may cancel a normally expected resource of time and energy and necessitate the expenditure of money to provide this as well as that needed to afford her adequate care. The wisdom used in making choices in the market affects largely the values obtained for a dollar spent. Home skills and practices also increase or lessen the worth of purchases made. To use a simple illustration, bacon, properly cooked, contributes to good nutrition. Bacon, burned to a crisp, is a dead loss.

The personal qualities of family members are important assets or debits. This is evident when any count is made of family resources. Among those found important in shaping the success of the family are the following:

Physical fitness	Good adjustment to life
Honesty	Ability to express affection
Tolerance	Stability
Cooperation	Reasonable ambition
Loyalty	Capacity for sustained endeavor
Ability to make decisions and abide by them	Breadth of interest
Unselfishness	

Most of the qualities are those in which an individual may progress and improve. Complete lack of any one of them is potent enough to wreck any chance of successful home management, not to mention the devastating effect of the home itself.

The possession of certain skills and abilities might well be added to the list. Especially those should be included which contribute greatly to the richness of home resources. Enjoyment and skill in music may contribute greatly to the recreational resources of a family, to the education of the children, and to the emotional satisfaction of the adults. Enjoyment of tinkering, with enough care and skill to make the tinkering effective, may lessen expenditures on car maintenance and afford exceptional educational op-

portunities for sons and daughters. Knowledge of nature lore and zest for adding to it may make many a family outing a real adventure. There is a long list of skills and abilities that family members may have by which they may contribute to family resources.

Understanding of the values of the home and family life and mastery of certain essential managerial and other skills needed in homemaking are highly important resources. Homemaking is a composite of many tasks, jobs, opportunities, and pleasures, all to be brought into a harmonious whole. If one does not know how to do a washing, that task may easily dominate the whole thinking and living in the home for a whole day at least once a week. If one knows nothing about food preparation the poor results of great effort may be so discouraging as to cancel joy in house-keeping. Competence in home management and homemaking is a great resource for a family who would like to give time and attention to the nonmaterial aspects of homemaking with the pleasant background of a smoothly functioning household.

For your thinking and doing

1. What are your own resources for managing a home? How do these compare with those of other class members?
2. Cite examples of good and poor uses of time, energy, money, and skills and abilities in the home. What may be reasons for the differences?
3. Choose a common home task. Plan how this may be done. Judge whether the plan would result in good management.
4. Select a homemaker who is a good manager. List her personal qualities that help her be this type of manager.
5. Describe the special skills of several people that have increased greatly family resources.

Problem 4. How shall the responsibilities of the home be distributed?

When two persons establish a home, they have started a business undertaking of great importance to themselves and to society. This enterprise is more than a simple partnership, for the number of members in the firm may increase. It is not a

corporation with its members having only a limited responsibility, but a cooperative concern with its members sharing fully in responsibility. If one person fails to do his part, this entire cooperative enterprise suffers, and peace and harmony are destroyed.

The responsibilities of the home should be shared by all members. Many responsibilities in meeting economic, ethical, and social conditions arise in maintaining a home. If these are all placed upon one person, the home becomes too great a burden. We should ever keep in mind that these responsibilities should be cheerfully shared by every member, and that each person's contribution is as necessary to the home as that of any other member.

The father's responsibility usually consists of earning the money income of the family and sharing those other activities in which he is co-responsible with other members of the family. The father has an important part in the education of the children in the home and in contributing to the sense of contentment and the happy spirit of the home. Sometimes the father forgets that his responsibility for the home does not end with paying the bills. In such cases both he and the other family members lose important values.

The mother's responsibility quite commonly consists of the management and administration of the home, the direction of the family's purchasing, carrying on of much of the home production, and the performance and the supervision of the rest. She is co-responsible with the father and other members of the family for the establishment of ideals and standards and for the care and education of the children.

Sometimes the father's earnings are cut off through unemployment or illness. Then he may have long hours to spend in the home—hours that must somehow be made significant to him. In such case the mother, or some other member of the family who usually has been busy in the home, may need to become a wage earner to provide the money income for the family. The father may take on the home tasks for the time being. Sometimes the father's earnings are not wholly stopped but are reduced, perhaps to only half of what he once earned. He then has the discouraging task of working as hard as he ever did and receiving a much smaller wage. He has no extra time to spend in the home. Then some member of

the family may need to be gainfully employed to bring the income up to what the family has had. Otherwise the family will need to reduce its expenditures to the level of the father's lessened earnings. Because of this, the mother may seek gainful employment outside the home. There are over 3,000,000 gainfully employed married women in our country.

Such a situation presents a different pattern for the allotment of home responsibilities. It is evident that the mother cannot work as many hours each day outside the home as the father does and also carry on the responsibilities commonly assumed by the non-employed homemaker. The family will need to work out a new pattern of sharing responsibilities. The pattern will vary in different families.

Children should learn early to wait upon themselves, to attend to their personal needs, and to help each other. They should care for their rooms and clothing, and assist with such household duties and activities as they are capable of performing. The most disagreeable person in the home is the member who is always trying to get his work done by someone else or is always unwilling to "lend a hand."

Frequently, a grandparent or other relative comes to make his home with the family. Such an addition may cause pleasure or difficulty or both. The new member may come from a family circle in which his wishes have been the first consideration. Probably on previous visits to this home he received marked attention. Minor interferences in discipline were overlooked during his visit,



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Working as a family group will increase efficiency and establish responsibility.

and his dietary preferences were indulged. On entering the family group as a permanent member, he loses the right to such special privileges. If the members of the family have a sympathetic understanding of the problem of adjustment faced by the older person, conflict within the family circle may be prevented and the right attitude toward old age will be developed in the children. Some definite responsibility for the home is desirable with the older person, as with the children. Unless he is ill, no member should expect to be waited upon by other members. No member should consider himself an autocrat whom the other members should serve, but should assume his fair share of responsibilities willingly and cooperate heartily to make the home a going concern.

Family planning is an aid to a wise distribution of family responsibility. Any distribution of responsibilities presupposes that all those sharing the home know what responsibilities are to be met. Before one can make a fair distribution of property or apples he must know what there is to distribute. Likewise, before the responsibilities for making a home can be allotted fairly, we must know what they are, who in the family might be able to meet them, and with what other responsibilities they might be wisely combined or associated. In a family discussion the situation may be reviewed and a decision made upon the scale of living it seems wise to maintain, as well as desirable ways and means of sharing responsibility. Some refer to such family planning as "a family council." Within the family the members plan and work together for the good of the family. It is not to be expected that the opinion of four-year-old Jimmie should carry the same weight as that of the mother or father. It does, however, matter to Jimmie that he has a share in the discussion, is respected as a member of the group, and understands that his family works together.

Provision must be made for the social responsibilities of the family. There is a tendency to focus our discussion on the family's provisions for meeting its economic obligations. Important as these are, they are only part of the responsibilities of the home. These include the provisions made for happy, social contact among its members, as well as for the contact of the family group with the outside. Consideration is necessary on the part of all those sharing

the home if a sense of contentment is to prevail. Sometimes the worry and nagging of one member of the family seems to be the greatest hindrance to happy family life. Young people often say, "If mother only wouldn't worry!" or "If father wouldn't fuss so!" Seldom is the case as simple as this sounds. The cause of mother's "worry" or father's "fuss" may be the appearance of wavering standards in their children or of conflict between the ideals of two generations. It may be a protest over constant and thoughtless rudeness by some member of the family. In one home the whole family is subjected to a turmoil of uncertainty twice each day while the high school daughter locates the misplaced car keys. In another home the mother is said to nag because she finds it necessary to ask: "John, did you turn off the light in the basement when you came up? Did you close the garage door? Did you turn off the car lights?" Perhaps the questions do sound like nagging, but they really arise in the failure of some family member to take the responsibilities that go with the privileges he has enjoyed.

Respect for others is necessary in carrying the responsibilities of the home. We have seen that the work of the home is varied and that the demands made on the homemaker are many and complex. Although a schedule may be made out, providing for who is to do each task and when it is to be done, it is almost impossible to carry the plan through with the clocklike regularity of a factory. A certain amount of give-and-take is called for to make the day go well. If the members of the household have mutual respect and affection, the necessary adjustments can be made easily. If respect and esteem are lacking, insistence will be made on "the letter of the law," in so far as the exact assignment of tasks and schedule of time is concerned. Then everyone is made uncomfortable.

The family members should try to carry their home responsibilities punctually, completely, and effectively. It is also important that they be willing to do more if needed. A cartoon presents a mother worn out as she watches her son and daughter each clearing one-half of the table. Salt and pepper shakers yet remain to be taken to the kitchen. The youngsters carefully measure the table to find out who must remove them. The mother

could see so clearly that more effort had been spent by each child in determining the exact location of these than would have been required to take them to the kitchen. Then too, the summons of her services as judge would not have been needed. Often a sense of humor is a necessary aid to the effective meeting of one's home responsibility.

Every member of the family has a responsibility in making the home successful. Maybe you have thought it was the duty of your mother or of your father. Impossible! No one member can ever make a home successful, but one uncooperative member may ruin the joy of the entire family. Before you grumble or complain of your home, make sure that you are not the disturbing element. In the home, as in any group enterprise, the concerted action of all is necessary for success. The Boy Scouts frequently use the term "teamwork." In no group is teamwork so essential as in the family.

For your thinking and doing

1. How are the responsibilities of the home shared in your family? Upon what basis is the sharing provided for?
2. Plan for a division of home responsibilities for a newly married couple.
3. Plan for the division of home responsibilities for a couple with a three-year-old child and a three-months-old baby.
4. What are some home situations that might be handled by family planning? What are some that may not be readily handled in this manner?
5. In what situations would a parent be justified in keeping a high school girl from participation in a high school activity in order to work at home?
6. What should be done when a family member ignores home responsibilities he knows are expected of him?

Problem 5. How may the homemaker manage to conserve energy and sustain zest?

There are many things that contribute to the difficulty of the homemaker's day and to her sense of fatigue. Some of the work is hard physical labor that can be expected to bring weariness to the worker. Some of the work may be distasteful to her for some

personal reason; some of it is routine, as washing dishes, dusting furniture, and cleaning the front porch. What she considers her main job for the morning may be interrupted a dozen times by the doorbell, the insistent telephone, the call of her neighbor across the fence, the wails of her toddler—unable to find his ball, and other like demands for her interest and attention. One tired homemaker summarized the reason for her weariness by saying, “It isn’t the work, though that is enough; it is mostly the stress, I guess.” She was quite right. Stress does dribble nervous energy and causes fatigue. There are several causes of stress. Sometimes there is conflict among family members in desires, goals, and ideals that so worries the homemaker that nothing goes well. Sometimes concern over money matters brings stress, and another time it may be a lack of appreciation on the part of her family, or a reluctance to see her son or daughter leave for college. Just as there are ways for making a cake or of greasing a car, there are ways of developing attitudes that prevent fatigue from dribbling nervous energy.

Respect and liking for the job of homemaking lessens fatigue. If a homemaker recognizes the great importance of her work she will approach it with zest and try to do it well. Awareness that every occupation has its own “dishwashing” helps. For a merchant it may be compiling and sending out monthly statements of accounts, for a musician the never-ending running of scales, for a high school teacher the grading of papers, and so on. It is essential that she be able to say and *believe*, “Thy fate is the common fate of all. Into each life some rain must fall, some days (or hours) be dark and dreary.” We may not know the jobs that are regarded by another as her “dishwashing jobs,” but we can be sure they are there.

Being a mature person is a safeguard against much nervous fatigue. Some children desire to “show someone up” or “get even” with someone else or to disclaim responsibility. Such attitudes, once established, drive adults very hard and cost them dearly in happiness and creativeness as well as energy. Keen interest in increasing knowledge and understanding of home and family life and also of the world outside the home sustains the homemaker’s *fitness*. For example, if she understands the importance of sched-

uled feedings of safe food for the baby, all resentment over the chore of mixing formula and fixing bottles (if this is necessary) is gone. Her work is done with satisfaction because thereby her child is assured food needed for good health.

Concern with improving homemaking skills and abilities may lessen nervous fatigue. The attitude expressed by, "Now we are going to do something about this!" is positive and energizing. It may lead to such improvement in a skill such as cake making as to cut the time needed in half. Success in the improvement in one skill may lead to efforts to improve others. It becomes evident that there are several jobs that one can *do something about*, that the satisfaction gained through successful effort is real and deep, and that the work is interesting rather than drudgery.

Refusing to evade or push back an unpleasant job is wise. Much weariness comes from trying to evade something that must be done. Eventually, one has both the weariness that comes from dreading to get at the job as well as that resulting from the job itself. It is a good idea for the homemaker to tackle the job she dislikes doing and get it out of the way.

In addition to the fatigue which comes from nervous stresses such as we have named, every homemaker experiences fatigue from the physical effort of doing the work of the home. There are various ways in which this sort of fatigue may be lessened.

Maintaining physical fitness is an important way of lessening fatigue. The requirements for physical fitness are known to most homemakers. Proper food, adequate rest, fresh air and exercise, and recreation are all necessities. Not infrequently a homemaker will comment "I never take time for lunch, for my husband is at work and the children are at school. It seems silly to prepare food just for myself." Her body needs continue whether her family are at work or not. It is her obligation to herself to see that she has appetizing and nourishing meals at regular hours. They may be very simple, as a matter of good sense, but they should be well planned and eaten in pleasant surroundings.

Adequate rest is also necessary. Not all people would agree upon what constitutes adequate rest. One person may need nine hours of sleep and two brief periods of relaxation in the course of



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Time off for an absorbing book or magazine often lessens fatigue.

24 hours. Another may find seven hours sleep and one rest period enough. The importance of a good night's rest is generally recognized. Industry finds that two fifteen-minute rest periods, one in the middle of the morning and the other in the afternoon, increase the workers' capacity greatly.

Good posture is important in physical fitness and in lessening fatigue. It is possible to make every household task an exercise in correct posture. Certain points in particular should be watched, in addition to those commonly stressed in discussions of posture: In picking up something from the floor, stoop instead of bending at waist, using pelvic joints and muscles. In sweeping or hoeing, bend at the hips, using pelvic joints and muscles, instead of stretching shoulder muscles. In climbing stairs, place whole foot on the tread, and use thigh joints and leg muscles to raise your weight. It might seem that every homemaker has enough exercise. Many of them do bring every muscle into play in the course of a day's work. Others bring only some muscles into service. In either case, the homemaker would be benefited by some exercise which to her is recreation. The exercise may be work in her flower garden or a stroll over a country road. A half hour in the open brings buoyancy and refreshment of the spirit as well as the body to most people.

Sifting essentials from nonessentials lessens the day's work. In most if not all homes there are tasks that are done because they were regarded as essential in the home of the homemaker's mother. Examples of such carry-overs from other days include the weekly beating of carpets and rugs in a home where a vacuum cleaner is in daily use; the weekly washing of woodwork in a home heated by gas; and the careful dampening and hand-ironing of sheets that have been made sweet and smooth by sun and wind. There are other nonessentials that exist along with these hang-overs of other days—hot breads three times a day, double desserts, extra unused rooms to be swept and dusted, and many others. Decisions should be made by the family group as to what is actually essential to them, and plans for the work of the household should reflect the culling of tasks on the basis of their choice.

Having and using fundamental household equipment lightens the homemaker's task. Among the conveniences that women regard as essential to the easy dispatch of the work of the home are the following: electricity; vacuum cleaner; central heat; refrigerator; water system; water heater; inside toilet; bathroom; kitchen sinks and drawers; and safety from common causes of household accidents. Many of these are commonly available in city and village homes. In many country homes the lacks are serious handicaps to the homemaker and to her family.

This list of large items might be paralleled by a list of smaller items necessary in the work of the homemaker.

Motion management may lessen fatigue. Much energy is spent fruitlessly by homemakers in going halfway through such efforts as trying to raise a window, lift a stick of wood, or change the position of a heavy chair, and then finding she has something in her hand which she must put down before she could make the motions necessary to accomplish the desired end. In work larger in scope, as washing, ironing, and baking bread, the probable loss of energy through fruitless motions is proportionately greater. It is then important to study procedures used for each task to see how it can be done easily, quickly, satisfactorily, and with minimum fatigue.

By study, it is possible to find out what part of the task, if any,

can be omitted. It is also possible to find out the placement and arrangement of supplies and equipment that will make the work easy. When this has been determined, the homemaker should consider her own habits of work to see how nearly they meet efficiency standards. It is said that an efficient worker does not undertake a task before assembling material. He engages in purposeful activity only. That is, he handles his tools and material as little as possible and avoids shifting tools from one hand to the other and material from one place to another. He uses both hands in his work, his motions are easy, flowing ones expressing rhythmic action. He leaves his work bench in order so that it will be ready for use when needed. A homemaker skillful in housework might find in this procedure ways of accomplishing her tasks and also of conserving her energy. A homemaker whose skills are few might find in it ways of increasing skills, improving competence, and conserving strength.

For your thinking and doing

1. Give examples of unnecessary motions to be avoided in a simple housekeeping job.
2. How will a homemaker decide on which "things are to come first"? Name some that you think belong in this list.
3. How do some homemakers that you know avoid unnecessary fatigue?
4. Name ways in which a homemaker may get joy from work that must be done daily.

Problem 6. Why is planning for leisure essential in good home management?

To many people the term "leisure" means freedom from the vocational activities by which the daily livelihood is obtained. This is a faulty idea. The woman who teaches all day and returns to her home at night to do the week's ironing or make the dress she needs could hardly refer to the time spent in this manner as her leisure time. The man who rises early and puts out the family wash before he starts his day's work may be accepting a necessary obligation but he is hardly enjoying leisure.



Beautifying home grounds is satisfying leisure for many families.

A satisfactory definition of leisure can be given. Leisure has been termed as a temporary state in which one is free from pressure of circumstances, obligation, or demands imposed by other persons. According to this definition leisure is time in which the individual can do as he pleases for a temporary period. That is, if one's time were wholly and constantly freed from work and responsibility, the days would not bring leisure but the occupation of idleness—not nearly so happy nor constructive a gift! In a speech given at the ninth annual meeting of the Playground and Recreation Association of America John H. Finley, LL.D., Editor of the *New York Times* and President of the National Recreation Association, said:

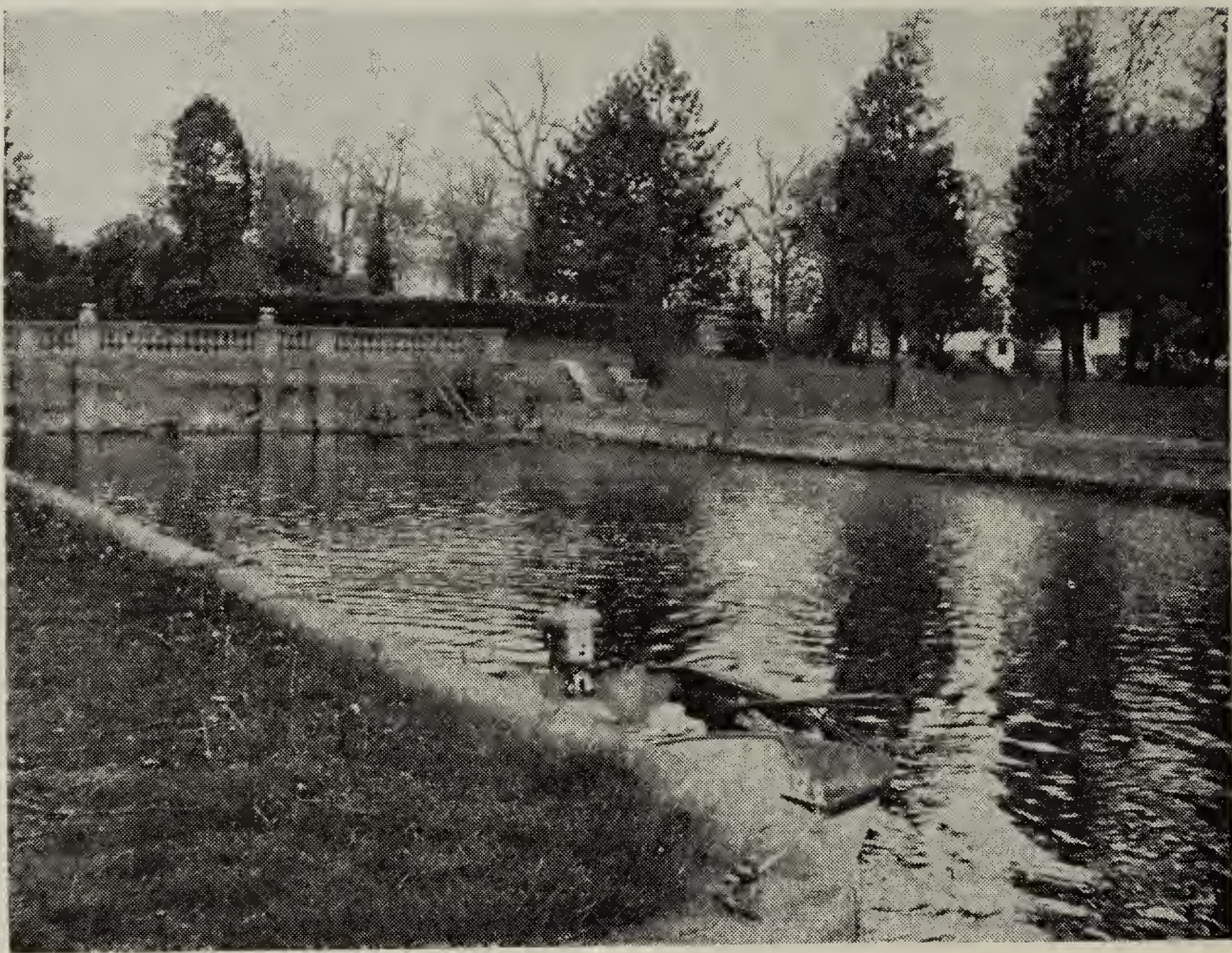
We all have or should have a triune or three-part day: a "work day" in which we do our share of the world's work, a "sleep day" in which we must physically rest, and a "leisure day" which is as long as either of the others for most people, if they but knew it, a third day in which to cultivate our real selves, to approach our "possible perfection." And I repeat an observation which I have often made, that the real test of living is what we do with the third of these days, which is so frequently, almost generally, looked upon as



A hobby that begins with one object in mind often leads to new fields of interest and study. For instance, in collecting old glass, a person might also want to learn of the periods and the manner in which the particular pieces were used.

the idle margin of the "work day" or the drowsy margin of the "sleep day." We cannot, perhaps, shorten materially our "work day," unless indeed we are willing to live more simply. It remains to make the most of our "freedom day," to practice intellectual, moral, spiritual efficiency here, even as we attempt higher economic efficiency in the "work day." Most of us waste enough leisure time to make ourselves great musicians, artists, scholars, and poets, able to minister our avocation to human happiness even beyond that which we can do in our vocation.

The use we make of leisure determines to a large extent the sort of civilization we create here in America. If leisure is made a time of rebuilding, of personal fulfilling, it becomes a means to understanding life's higher values. If leisure is made



The invitation to relax is difficult to resist.

chiefly a time of commercialized mechanical entertainment, requiring no participation from those in attendance, it will lead people back to childish ways of thinking and immature fancies and dreams. Our concern is to have leisure mean more than freedom from toil or escape from routine tasks. It becomes important then that homemakers and others who carry the responsibility for leisure within the family recognize its importance in the emotional, mental, and physical life of human beings. They must know the activities that will give the person a chance to express himself fully and that will aid in his development. Questions they must answer included these: "Is it possible to have leisure daily?" "Is it possible to have leisure in a home where the interests and desires of the various members are not always the same?" "What types of leisure are developing and satisfying?" "What equipment is needed?" Marjorie Greenbie says in her book *The Arts of Leisure* that the primary equipment for leisure consists in the possession of two eyes, two ears, two hands, two feet, with the addition

of such other items as a heart, a memory, and a tongue, as long as they are your own and not mortgaged to any mass interest, mass habit, mass advertising, or mass “hooey” whatsoever.

Individual leisure is important. It permits free expression of personal interest and tastes. Leisure should provide the individual with time for making friends, which is a personal matter of great importance. It should provide time for pursuing a hobby, such as collecting stamps, rocks, dolls, or miniature objects. For some individuals sports have the greatest appeal, and leisure time is profitably spent in tennis, baseball, or swimming. The joy of creative endeavor directs the leisure hours of some to gardening and painting. Boys often find satisfaction in a workshop, with wood and metal as mediums of expression. Girls often find similar pleasure in needlecraft and cookery projects. Music and reading are important in the recreation of most individuals. One should have some time to do as she pleases, but she should please to spend that time in the enrichment of life through increased appreciations and improved skills and, in general, through continuing growth.

Having one or more hobbies adds to our happiness. There are so many things that we might want to do if we knew more about them that it is profitable for all of us to consider various “leads” that might bring us to the most fascinating hobby.

According to Ernest Elmo Calkins, all hobbies fall into four large classes, as given on the next page:



Marvel Cox

A doll collection creates interest in other days and in other ways.



Better Homes and Gardens magazine

An out-of-doors fireplace makes possible the satisfaction of a festive family picnic.

1. *Doing things.* This includes all games and sports and such activities as gardening, walking, sailing a boat, and motoring.

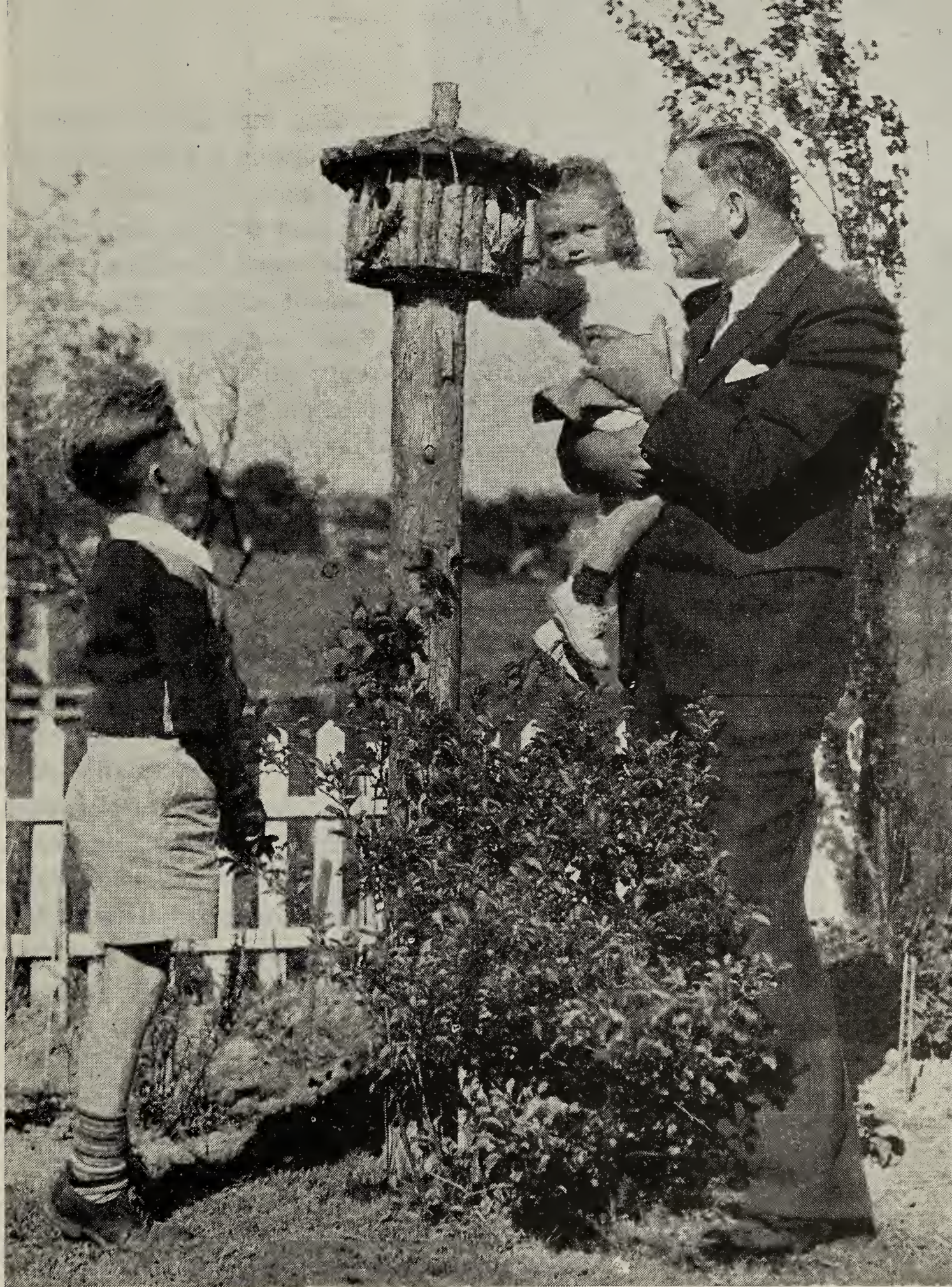
2. *Making things.* Using tools of all sorts to create with your own hands. The objects created may range from an oil painting to a superb loaf of bread.

3. *Acquiring things.* This is the best-known form of hobby, the collecting of any class of object that appeals to you.

4. *Learning things.* Exploring through books or other means on any one of a thousand fascinating fields of knowledge, old or new.¹

Most people have some idea which of these general classes would suit them best. Knowing more about the one that seems most in-

¹ Adapted from *Care and Feeding of Hobby Horses*, Leisure League of America, New York.



H. Armstrong Roberts

The study of birds is a leisure activity that may be shared by all members of the family. Frequent observation, under friendly guidance, enables children to follow, step by step, the development of a bird family.



National Recreation Association

Family good times together are to be encouraged.

their mothers ideals of womanliness, as well as manipulative, managerial, and creative skills. Thus family consciousness and family loyalty were built up. Our modern industrial world affords little opportunity for such sharing. Present-day life is so planned that children do not share in the wage-earning enterprises of their parents and are, in fact, absent from them for the larger part of their waking day. This change necessitates that some other means be employed for the conserving and passing on of family traditions and philosophy. This is an essential need to be met through the wise management of the home. Leisure offers an excellent opportunity for this, if planned and directed to this end. Telling of the day's experiences about the fireside gives a sense of shared living in the group. Time spent in enjoying music or reading together leads to a common viewpoint. In some instances a family newspaper edited by the children and contributed to by all has survived for years as a family enterprise. Observance of festive occasions, as Christmas and birthdays, serves to bind the family together and is a good use

teresting may be the next step in mounting a hobby and riding it hard.

Leisure for the family as a whole exerts a unifying influence. In an age when many of the tasks formerly carried on as group activities by the family have been taken over by industry, shared experiences in leisure hours have great significance. Once family loyalty was fostered by the responsibility of the entire family for its economic success. Sons working with their fathers came to see "eye to eye" with them in matters of honor and honesty and to revere family traditions. In the same manner daughters learned from

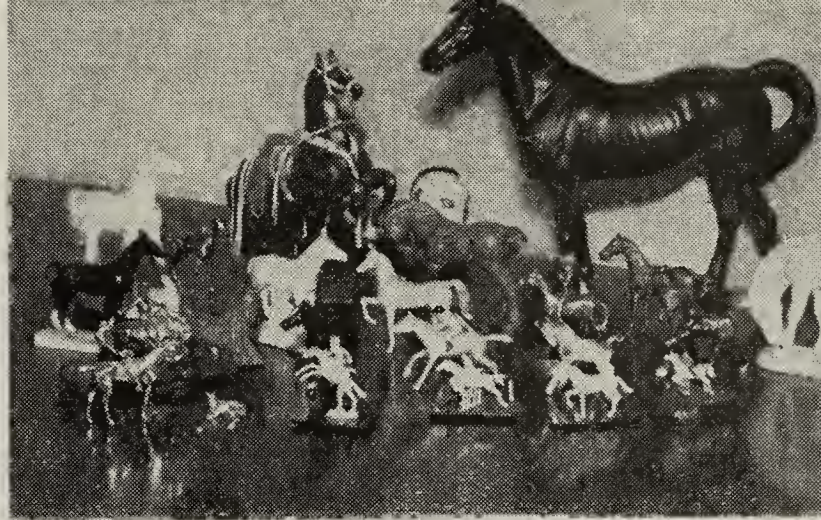
of leisure. Annual vacation trips and weekly outings of the family give an opportunity for intimacy, appreciations, and happy memories shared by its members, all of which make a real contribution to the family sense of unity.

The family can contribute to its own members and to the community by sharing in community leisure activities.

If we are to be successful in our democracy, we need to foster experiences in creative leisure that transform a crowd wholly lacking in group spirit into a community welded together in common interest. We have all seen people with no common interest at the start have a good time together as they played games, sang songs, or shared in the appreciation of great religious truths. This change does not occur when men share in the ready-made pleasures.

Present-day opportunities for leisure are many. There is today more leisure for everyone and more ways to spend it than ever before in the world's history. The present trend is toward shorter working hours with a possible increase of family leisure. This makes the consideration of its use of growing importance. Recognition, too, of the tension and strain which are so common in modern life adds emphasis to the need of the wise use of leisure. It should provide relaxation and change of interest. There is a wide list of leisure opportunities, including far more than those cited for the family and the individual.

National and state interest in the wise use of leisure is shown in many ways. Foremost of these perhaps is the establishment of an interesting chain of national parks throughout the country. The grandeur of the mountains, the ever changing beauty of the ocean, the mystery of hidden caverns, and the lure of points of historic interest are all included in the list of our national parks. These are widely enjoyed by American families on their vacations and outings. States, too, have established parks and recreation centers to



"A horse, a horse! My kingdom for a horse!" Such is the sentiment of some collectors.



National Park Service

Dream Lake, Rocky Mountain National Park, is one of the many beautiful spots in the United States.

foster wide use of leisure. Fine opportunities for growth are offered through adult classes in town and country and in the nationwide 4-H Club program. In the city the library, the art museum, and programs and lectures sponsored by the city school system are all available for the family's leisure. More important in the eyes of the children, perhaps, are the facilities of the city playgrounds and parks. These include tennis courts, ball grounds, picnic grounds, and swimming pools. Families with little children find that going to the zoo can be a favorite pastime. Such organizations as the Hi-Y, Y-Teens, Boy Scouts, Girl Scouts, and Camp Fire Girls offer opportunity for interesting leisure activities. To a large extent all of these tend to emphasize the pleasures of out-of-door life. Churches, through their organizations, afford opportunities for unselfish service to others which, if accepted, yield keen satisfaction to many for leisure activities. Business firms, lodges, clubs, and numerous social and community groups also provide possibilities for self-expression in leisure hours.



Denver Convention and Visitors Bureau

Our national parks have been preserved for the conservation of forest and wildlife. But they are recreation spots for millions of summer tourists. Here is a healthful and pleasant activity for a vacationist at Rocky Mountain National Park.

Leisure may be so spent as to be harmful. It does not necessarily follow that the possession of leisure means its wise use. You will recall that leisure was defined as “time in which to do as one pleases.” The inference is that leisure provides time for action and participation on the part of the person that would recreate body and spirit. At the present moment, commercial interests have, to a large extent, assumed the initiative in providing for leisure. Their provisions direct it away from creative possibilities. In the motion picture, the excitement and the tension of the day are raised to new heights by the mere act of watching thrilling dramas. The motion picture serves to a large extent as a time-killer rather than a man-builder. The plays are often of such a stereotyped pattern that the end is evident from the beginning. This leads to laziness of mind on the part of those who habitually attend. Not infrequently the life pictured is wrong, judged by accepted standards of morals and conduct, and is untrue to reality. False ideas thus gained give poor returns for the time spent. Good motion pictures, however, may be profitable to the person in attendance. The state-

ment has been made that next to necessities one of the large expenditures is for motion pictures and other commercial provisions for leisure. Dance halls, night clubs, and cabarets provide poor and often harmful means of spending leisure. In general, the satisfaction gained by the person is slight. Attendance usually is obtained by the idea that "everybody goes" and that "it is a smart thing to do." Such force from the outside, acting upon the person in his choice of leisure, tends to standardization at a low level. The excitement, as well as the personalities, at the public dance hall tend to be destructive in their effect rather than developing to the individual.

To a large extent the quality of coming generations and the character of our nation will depend upon our use of our newly found leisure. The old adage, "Satan finds work for idle hands to do," applies here. The home, school, church, and community all have a responsibility in helping their members make the best use of their leisure.

For your thinking and doing

1. What are desirable ways for a mother with three small children to spend leisure? A high school girl? A high school home economics teacher? A physician and his family? Why do you make these recommendations?
2. Plan for the use of your leisure for the coming month.
3. What plans for leisure would bring your family members together frequently?
4. Going to the movies is the chief way of spending leisure for the Byers family. How do you evaluate their plan?
5. Write a paragraph explaining how wise use of leisure is related to good home management.

Problem 7. How does hospitality justify the expenditure of time, effort, and money?

Hospitality has been defined as "the friendly reception, the generous treatment of guests and strangers." Each of us has a clear notion of what we think a "friendly reception" is. We also have an idea of what is "a generous treatment of guests and strangers."



A tea is heaps of fun.

Together these two ideas give us the basis for expressing our hospitality. This basis will need to be enlarged to include the notions and ideas of other family members as the first step in planning the family's hospitality. When this is done the whole plan will need to be considered in the light of community opinion and custom and also in that of accepted rules of etiquette.

Extending hospitality contributes to enriched family life. There is a fellowship arising from common responsibilities and interests that is truly significant. Being united in even so simple a matter as an evening party or a picnic supper does something fine to the family. Stimulus is given not only by sharing responsibility for physical details but also by the sense of mental and emotional ties within the family. The sense of unity is strengthened by such experiences. This is clearly shown in the case of the young couple having their first dinner party in their new home. Both feel real concern that the steak shall be "done to a turn" and that the service shall proceed smoothly. Compliments on the food bring satisfac-

tion to both. Any minor mishaps during the evening are explained away as they comfort each other. Both learn from their experience and feel closer together because of it.

The educational aspects of extending hospitality include far more than learning from one's mistakes. Almost everyone who comes to our home brings something in thought, deed, attitude, or experience that may enrich in some way our appreciations and understandings. The old man may give incidents from his war experiences that make history come alive. The traveler may fire our imaginations, making us desire to span oceans and soar above mountains. From such contact we find ourselves possessed of the desire to travel to distant parts.

The neighbor next door with her chat of homey things and her news of folk may bring you a sense of the many-colored patterns of life going on under the roofs in your town. From her and from your parents' more learned friends you come to see behind the exterior of things. You learn to think of roofs not as green, red, and gray housetops spaced in orderly array down the street; instead, you come to see them in relation to the family life going on under their shelters. The question raised in these lines comes naturally to you:

Roof-tops, roof-tops, what do you cover?
Sad folk, bad folk, and many a glowing lover;
Wise people, simple people, children of despair—
Roof-tops, roof-tops hiding pain and care.¹

Not only do we learn to see more deeply into things as we extend hospitality, but we also develop ability in expressing ourselves. Tongue-tied shyness may send a child into hiding and silence behind his mother. He lacks both self-assurance and ability in self-expression. Experience with guests helps him on both scores. He becomes able to greet and exchange ideas with others freely. By such experiences we come to see the relationships between our family and the outside world. The cordial reception given father's business associates helps us to recognize the importance of good

¹ Charles Hanson Towne, "Roof Tops," *Selected Poems*, D. Appleton-Century Co., New York, 1925.

will in every undertaking and the part the family may have in fostering it. The extending of hospitality to mother's club may help us see our family as one of many families having common interests and social needs. When we entertain our own friends we see that our family is concerned with the standards, ideals, and way of living of our friends' families. The relationships of families in a community thus become more clear to us. Have you not noticed that the sort of hospitality a family extends is related in a very real way to the status or standing of the family in the community? This is natural because hospitality is a means of self-expression. If a family has an interest in books and music, evidence of this will often be given in the type of entertainment they offer their guests. If a family has low ideals, a sort of roughness and coarseness will be shown in the type of entertainment it plans. In both of these cases the status of the family is shown. People commonly accept the idea that cultured persons are familiar with the rules of social conduct and observe them when extending or receiving hospitality. Failure by family members to know and observe these rules tends to lower the status, or social standing, of the family.

Planning for hospitality should be done by the family group. The hospitality for which plans are to be made by the council includes two types: individual and group. Do you see why the family should be concerned with the hospitality a girl expects to offer her date? If the occasion is to be a successful one, the living room must be at her disposal, and an agreement must be reached as to an acceptable hour for his arrival and departure. If plans for entertainment include making fudge, not only the living room but the kitchen must be free and supplies must be on hand. If there is likelihood that the rest of the crowd may drop in, other points may need to be settled, as how loud the radio should be, how late it can be kept going without greatly disturbing others, and if the carpets may be rolled back for dancing. Is going out in the car and parking or driving an acceptable substitute for fun at home? The family as a group will need to decide on what nights are open for dates and what ones are closed. It will also need to consider what funds are available for entertainment and how these funds should be distributed. Without such thought

the family's hospitality may be one-sided, providing for only part of the members.

The family must make its choice of the type of hospitality that it will extend as a group. Parties, receptions, dinners, teas, picnics, and week-end entertainments are common. Some of the less elaborate affairs consist of spending the afternoon or evening in games, auto drives, tennis bouts, and calling. Many people feel that they have not properly extended hospitality unless something to eat or drink has been offered. They feel that fellowship comes through eating together. The expression of hospitality through food depends upon the finances of the family, the interests and tastes of the guests, and the customs of the community.

Whatever the type of hospitality chosen, it should be in keeping with the family income. Large expenditures for elaborate forms of hospitality are in extremely poor taste for families of moderate or low incomes. Further, such functions rarely furnish as much pleasure and enjoyment as do the more simple forms of entertainment. You may know of some family that deprives its members of necessities in food and recreation in order to give an expensive party by which its members hope to outdo their friends and acquaintances. This is a poor policy. Such satisfaction is short-lived and one always has to "pay the piper."

The custom of serving large amounts of food as a means of expressing hospitality is not to be recommended. It is possible to have a happier evening over a cup of tea than over a heavy, expensive meal. A woman who believed in simple entertainment, in keeping with the income, was having guests for dinner. Her little son was planning the good time he would have. A friend, to tease the lad, said, "You'll not have nearly as fine a dinner as we will." The little fellow replied quickly, "Who cares about the dinner? The fun isn't in the food." This boy had the right idea.

Extending and accepting hospitality should afford mutual pleasure. Hospitality should not be offered only as a means of paying back some social debt. If you cannot accept hospitality in a happy spirit and with a thought of the joy of extending your hospitality to the person whose guest you are to be, you had better decline the invitation. Having guests in your home should always bring you

pleasure. Some families find entertaining guests a burden because of false standards. If a homemaker must spend two or three days preparing for her guests food that will be consumed in an hour, and then is too tired to enjoy her friends, it is small wonder that she has little joy in offering hospitality.

Knowledge of the rules of etiquette is desirable. The rules of etiquette are the means of helping people conduct themselves with ease in their social and business relations. Certain conventions and forms have existed for centuries, but of course these have been modified just as civilization has. It is usually said that the rules of etiquette are founded upon custom and convenience, and should be governed by common sense. What do you think of the following statement? "One's manners are the index of one's family life and character." In the home, opportunity for familiarity with the rules of etiquette should be constantly given. Through this means, boys and girls readily acquire pleasing table manners and the ability to govern their contact with others in keeping with the accepted rules of society.

Family cooperation is essential. Each member has a responsibility toward any guest in the home, whether he is a guest of one person or of the entire family. The members should do everything in their power to make the visit delightful and pleasant. Children should give their parents' guests as much consideration as they do their own. No home is truly hospitable unless everyone is cooperating and doing his part in expressing the family's pleasure in its guests.

For your thinking and doing

1. Describe an incident in which the helpful attitude of some family member contributed to the success of the family hospitality; describe one in which the uncooperative attitude marred the success.

2. What is your responsibility toward your father's or mother's guest? Your sister's guests? Your brother's guest?

3. Decide suitable ways for your family to express and extend hospitality.

4. What considerations and attentions should be given guests in a home?

5. Name ways in which extending hospitality contributes to a person's development. Illustrate with specific examples.

6. Plan for preparing a room for a guest.

7. Decide what type of party a 13-year-old girl could have for 20 friends when she has \$3.00 to spend for the event.

Problem 8. What legal and business procedures are important in home management?

The laws of our country are the basis of the legal and business procedures which we follow. These laws are based upon our federal Constitution, and the constitutions of the individual states. In these documents certain powers are assigned to the federal government, and other powers are retained by the individual states and the local community. Each state has control over the citizens living within its boundaries, and also over noncitizens who are living or are engaged in business there. Each state passes its own laws, and the laws of one state are rarely exactly the same as those of another. Families moving to another state are frequently confused by this lack of uniformity. Many of the laws are concerned with the home and family, and a large portion of them have some relation to their financial problems, either directly or indirectly. The state recognizes the importance of the home and family as the foundation of government, and makes conscious effort for their protection. The homemaker should be familiar with the laws of the state and with procedures based upon them, especially those dealing with the home and family. Many costly mistakes are made because of ignorance of the law. People have been known to sign away their entire property rights because they knew nothing of the laws or the correct procedures to follow.

Some of the laws deal with property rights. What kinds of property do your parents own? The list may include your home, its furnishings, an automobile, bonds, a farm, insurance, and money on deposit at the bank. Your home and the farm would be called real estate, or real property, and the others personal property. Real estate refers to land and all that is more or less a permanent part of it, as water, minerals, trees, buildings, fences, and the like. Personal property lacks this permanent quality and consists

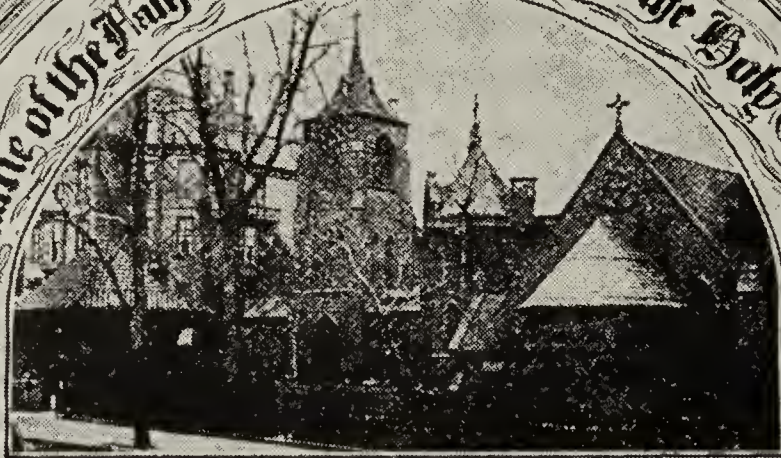
of those things that can be carried around or moved easily by the owner. In order that property may be transferred, it is necessary that legal proof of ownership be established. This protects both the owner of the property and the possible purchaser.

Although persons without legal education cannot know every provision of the laws in regard to real estate, there is certain information concerning the responsibilities and rights of owners that should be understood by the family members. The importance of seeking expert legal advice in these areas is emphasized by such knowledge. What can an owner do with real estate property? He can sell it, mortgage it, lease it, rent it, or will it. In order to do this intelligently, he must understand how the ownership may be transferred legally in his state. Though the procedures may differ in detail, in general they are much the same in all states. Before purchasing property one should make sure that the title is clear and is perfect in every respect. An abstract which gives this information should be required of the owner as part of the transaction. Check should be made with the proper county officer to see that there are no back taxes due and if so, arrangements should be made in the contract for either the seller or the buyer to pay them. After the transaction is closed and the deed for the property given to the owner, it should be registered with the county register of deeds or other officer responsible for this procedure.

The owner can mortgage his property. What is meant by a mortgage? It is a pledge of real estate as security for a loan of money for a specified period of time at a legal rate of interest. The mortgage is a "dead" deed to property that becomes living and effective for its transfer to the party loaning money in case the loan is not repaid at its maturity. All mortgages must be recorded by the register of deeds. Mortgages usually run from three to five years. If the loan is not paid, the mortgage may be foreclosed by court action and the property sold publicly to satisfy the debt. The procedure for this is established by law. Usually the state makes provision so that the owner may redeem his property within a given period of time. If the mortgage is paid, a release of mortgage should be given which, when filed with the register of deeds, will clear the title of the property.

1848

In the Name of the Father and of the Son and of the Holy Ghost Amen



THIS CERTIFIES THAT

JOINED TOGETHER IN

Holy Matrimony

John Howard Rust III
and
Mary Josephine Cortelyou

on the ninth day of September in
the year of our Lord, One Thousand
Nine Hundred and

in the
Parish of the Church of the Transfiguration
in the Diocese and City of New York, according to the
form of the Solemnization of Matrimony of the Church
in the United States of America, and in conformity with
the laws of the State of New York.

Dated, New York, this 29th day of September 1923

Witnesses:

Helen V. Cortelyou

J. A. Schmidt

Parish of the
Church of the Transfiguration

and Fred. T. Schmidt

1897

1923

The marriage certificate is given to the newly married couple by the probate judge, the minister, or the priest who performs the marriage ceremony.

The owner may rent or lease his property. When renting property, there is no contract for a specified time; when leasing it, there is a written contract specifying a definite period for the lease to run and certain responsibilities and privileges of the owner and the lessee. Many prefer leasing to renting because it gives more protection to both parties in the transaction.

The owner may will the property as he chooses, within the limits of the law. A will is the formal disposition of one's property, made as prescribed by law and taking effect at the death of the person making it. It should be signed in the presence of witnesses who are not interested in the terms of the will or mentioned as persons who are to benefit from the will. A lawyer's advice and help is advantageous in making a valid will. It is recommended that everyone over twenty-one years of age who has any property worth mentioning or who is likely to receive any should make a will. When there is no will, the state makes a settlement, which often causes much trouble and expense for the heirs. No doubt you have read stories about the finding or the destruction of a will. Wills have long been of great importance and interest to people everywhere.

Some of the laws deal with personal rights and obligations. Included in these are the laws that deal with marriage; divorce; rights and liabilities of husband, wife, and children; adoption; and other contracts. Does it not seem strange that laws should be necessary to safeguard these intimate relationships of people? Unfortunately, many people regard their personal obligations less seriously than they do those involving property. Because it is of vital importance to the state and nation that the home and family be permanent, laws have been planned to protect them. Since these laws are not the same in every state, much confusion exists. Many people believe that federal laws covering these matters should be enacted. An amendment to the Constitution would be necessary to include such laws in the provisions of the federal government.

Ordinarily, no one may be required to enter the state of matrimony or to become a parent but the choice once made, conditions surrounding their relationships, the rights, duties,

Church of the Transfiguration, New York, N. Y.

REV. RANDOLPH RAY, D. D., RECTOR

DATE	NAMES:	RESIDENCE	PARENTS	WITNESSES
Sept 29 th 1932	GROOM: Mr John Howard Rush- Occupation: Stenographer AGE: 23	286 Pearson St. Crescent N.H. BACHELOR OR WIDOWED. Bachelor	FATHER'S CHRISTIAN NAME: William Jones MOTHER'S MAIDEN NAME: Lucille C. Storn	Witnesses: Helen Zandt Entelyon RESIDENCE: Manhattan Kansas
	BRIDE: Mary Josephine Entelyon AGE: 22	325 N. 14 th St. Manhattan Kansas MAIDEN OR WIDOW Maiden	FATHER'S CHRISTIAN NAME: John Van Zandt MOTHER'S MAIDEN NAME: Grace Isobel Rushlon	Witnesses: Mr. Fred F. Schmidt RESIDENCE: Stellen N.Y.

The undersigned declares that he is the Rector of the Parish of the CHURCH OF THE TRANSFIGURATION, in the City, County and State of New York, and that the Register of the Parish is in his possession as legal custodian, and that the foregoing is a true copy of a record in said Register.

1 East 29th Street, New York, N. Y., September 29 1932 R Ray

A record of the marriage is also kept in the parish book of the church or among the civil records of the community.

and responsibilities arising therefrom are largely established by law.¹

The law requires that permission for marriage be obtained in the form of a marriage license. This license permits those persons legally authorized to perform the marriage ceremony. Before a license is issued, certain points must be considered. The persons must be of the legal age or have the consent of parents or guardian. In most states this must be in writing on an official form and attested by a notary public. The persons must be single or legally divorced. Further regulations in regard to mental condition, physical health, race, and kinship are required in most states. A statement that the marriage has been performed must be returned by the person officiating to the officer by whom the license was issued.

Not always can it be said that those who marry "live happily ever afterwards." Sad evidence to the contrary is found in the high divorce rates in our country. Perhaps the early age at which marriage is often undertaken, and the ignorance of many concerning the nature and obligations of the bonds they are assuming account largely for this high rate. Unfortunately, there is little agreement among the divorce laws of our states and little attempt on the part of the courts or the state legislatures to attack intelligently this problem. The grounds for divorce are varied, including unfaithfulness, incompatibility, desertion, personal indignities, extreme cruelty, and criminal conduct. The legal procedure by which a divorce is obtained differs but little in the various states.

The husband as the head of the family is charged with full responsibility for its support. To facilitate his efforts toward this support, he has the right to choose and change the family residence. He is entitled to the unpaid personal services of the wife. Formerly the wife had no property rights. Even all of the personal property which she owned became the property of her husband when she married. At the present time, property owned prior to the marriage continues to remain in the possession of the owner; and furthermore, in eight states property acquired during marriage be-

¹ June Purcell Guild, *Living with the Law*, *The New Republic Dollar Series*.

longs equally to both. In most states today a woman may collect her own earnings but there still remain several that give control of her earnings to the husband. Most states require the wife's signature on a deed before the sale of real estate is legal. The husband is liable for his wife's bills if they can be shown to be necessities in keeping with her husband's income and social position.

Children are regarded as belonging to the parents and are subject to their discipline and direction. They may not make contracts and their parents may take or seize their wages. Parents, though, are responsible for the support and care of their children to the best of their ability. Parents are not permitted to abuse or mistreat their children, to submit them to immoral conditions, or to contribute to their delinquency. Present-day rulings insure educational opportunities for children, even though the parents object. Effort is being made to obtain the passage of the pending child labor amendment to the federal Constitution which will make possible regulation of child labor in all of the states.

Adoption, the legal method of establishment of parental relationships between those not related by birth, is a relatively recent procedure in this country, our first law being passed in 1851. Of course from time immemorial orphan children had been taken into families, affectionately cared for, and called and considered "children." But such a statement is not sufficient to complete legal adoption. A petition asking for the adoption of a certain child with consent of parents, if living, is necessary. An investigation is usually made before the decree is made final. Once relationship has thus been established, it is most difficult to have the decree set aside. Adopted children have the same rights as natural children.

In many states the laws governing the responsibilities and privileges of husband and wife, parents and children are unjust and their revision is needed. Though the family members should obey these laws of their state, they should not acquiesce in laws deemed unsatisfactory. Everyone should make an effort to obtain an improvement in the existing situation. Both the responsibility for a clear-cut idea of desired laws and the campaign for betterment rests with the individual. Constant effort toward continued improvement will bring definite returns to the homes.

The knowledge of certain banking procedures is needed by everyone. The time is past when business knowledge is needed only by the husband and father. Today every member of the family makes business transactions. Children early open savings accounts and women in the home do most of the buying. The bank is so commonly used for handling our money that knowing how to proceed in opening accounts, depositing money, and writing checks is important. One should know something of the status of a bank before selecting it as a place to do business and should take time to investigate its condition and the extent to which its deposits are guaranteed, as well as the quality of the guarantee.

Opening an account at a bank is done in much the same way as opening a charge account at a store. If you are a stranger, it is helpful if a responsible person introduces you to the banker. He is thus assured that you are a desirable person to have as a customer. The bank has a form to be filled out that gives information of residence and occupation, and the signature of the person opening the account. This is placed on file for identification purposes. The person opening an account places a certain sum of money on deposit and is given a book of blank checks and a bank book in which a record is made each time money is deposited. When money is to be deposited in the bank, a deposit slip is made out. Provision is made on the slip for the name of the person, the date, and the nature and amount of deposit. The bank book, the deposit slip, and the money to be deposited, are handed to the teller, who makes an entry of the amount in the book. On the blank checks the depositor fills out the order for the bank to pay a certain amount of money to a given person. The checks must be signed by the depositor, and his signature must agree in every way with the one on the application form on file with the bank. Each blank check has a corresponding stub for the depositor to use in keeping a record of his account. If he overdraws his account, he must pay a special fee to the bank and also make the check good or be liable to arrest. A monthly statement is made up by the bank and given to the depositor, together with his canceled checks. Such checks are regarded as legal receipts. Most banks charge a small fee for an account, but many people think the services rendered far outweigh this cost.

A savings account is handled in much the same way, except that it is not subject to checking. Drawing money from a savings account must be done by the depositor at the bank according to an established procedure for this purpose. Some banks require a certain number of days' notice before money can be drawn from a savings account. Many, though, do not. The savings account yields interest which is paid every six months.

Sometimes it is not possible to pay for a purchase or to settle an account by check. If cash is paid, a written receipt should be obtained as protection against having to pay a bill the second time. When some business problem arises and you do not know the correct procedure, go to some reliable businessman or other responsible person for information. Never rely upon strangers or transients for such advice.

For your thinking and doing

1. Tell how the following activities differ: opening a checking account at the bank; opening a charge account at a store; opening an installment account for the purchase of a given article.

2. What are five laws in your state that are specifically related to the family?

3. What advantages would there be in having uniform marriage and divorce laws throughout the United States?

4. Mr. and Mrs. Galt wish to buy a home. What legal procedures will be necessary? What information will they need to have before making the purchase final?

5. Mr. and Mrs. Galt wish to make a will. How shall they do this? Would you advise them to make a will? Why?

6. Mr. and Mrs. Galt wish to adopt a child. What legal procedures will be necessary? What will be the legal status of the adopted child?

Unit Activities

1. Assume for a given time some home responsibility that will increase the happiness of an entire family.

2. Plan for the distribution of the responsibilities of your home. Obtain the cooperation of your family in carrying out the plan for a stated period. Evaluate the plan after it has been tried.

3. Plan on paper a "layout" for doing several home tasks. Try these out and rework the "layout." Check the improvements made and decide the best "layout" to follow.

4. Choose several places in the house. Figure out all of the tasks you can do in each one without changing to another. Make a week's plan for some member of the family, making use of this information.

5. Plan for the leisure activities for your family for a given time. Try out some of the plans.

6. Plan and give an informal tea.

7. Plan and give a party for one of the following: elderly people; classmates; little sister's playmates. Include the inviting of the guests.

8. Make a file of games and ways to entertain.

9. Have the class separate into "family" groups. Each group plan, carry out, and evaluate a suitable family social event to which one or more guests would be asked.

10. Investigate the marriage and divorce laws of your state. What are some strong points and weak points? Compare these laws with those in near-by states.

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Brown Brothers

Unit 4 . . . Making the House a Home

*A*LL up and down each city street and country lane are houses: large and small; new and old; attractive and dismal; and in good repair and bad repair. Each house matters greatly to the family for the house is *Home*. To a large extent, it furnishes the physical environment for the family, affording the members shelter, comfort, privacy, convenience, rest, and quiet. It also expresses taste and ideals. Whether planning or selecting a house, the family desires the best possible return for the amount of

money spent. Thoughtful consideration and study, then, must be given to family needs and to the means by which adequate provision can be made for them: The problem is complex because no two families have identical needs. Even if the number of family members is the same in two cases, that does not mean that their needs are the same. Two families, each having four boys of the ages four, eight, ten, and twelve, might have quite different needs. Father's hobby, mother's activity in household production, as well as the interests of the boys would influence housing needs. No two families have identical responsibilities for relatives. In one case, an aged grandmother is a family member, who must be considered in housing plans. In another case, the family would provide the needed shelter for the grandmother in an old people's home or in a small apartment of her own. No two families make the same provisions for their social life. In one family group, rarely if ever is there any planned entertaining of guests in the home. Friends and acquaintances may drop in occasionally, but never are they invited in for teas, dinners, or parties. In another home, teas, dinners, or parties are a weekly occurrence. In a country home, many activities not directly related to family life may be carried on in the home. Cream may be separated, eggs may be crated, and vegetables may be bunched and tied for the market in the work area of the home. Canning, jelly making, and other food preservation processes may be carried on as large-scale operations. All of these activities require space. They make it necessary for the farm family to have much larger work areas than those needed by the family in a city apartment, if its home is to be adequate.

The selection of the furnishings and equipment for the house is also important. Many things influence our choices in the planning and furnishing of the home. Wise decisions require due consideration and are rarely hastily reached. The ability to make good selection comes through studying the different materials and articles and weighing all the various values. Frequently the difficulty lies not merely in a choice of a good article of furniture but in choosing one that can be afforded on the funds available and that is in keeping with the present home furnishings.

Problem 1. What is a good home?

If you are interested in the different ideas conveyed by a single word, you might try looking up the various definitions of the word "home." In some dictionaries it is defined as "the place of one's abode, his dwelling place." A radio comedian may define it as "a stop between filling stations"; a familiar song may say, "It's a corner of heaven itself"; and so on. None of these seem to catch and include in the phrasing that force which has drawn and continues to draw on the hearts and minds of men and women.

In "A Beatitude for the Family," the following description of home is given:

Happy is the family
That has a true home,
Built by loyal hearts:
For home is not a dwelling
But a living fellowship
And when people dwell together
With understanding and affection
They make their home
A house of happiness.¹

Another statement that seems to include the essence or spirit of that force follows:

Home is the *place of abode* of persons bound together by *ties of affection*; *a place* where affection of parents for each other, for their children, and among all members of the family is nurtured and enjoyed; where genuine personal hospitality is extended; where the immature are protected and guarded. A *place* where one may have rest, privacy, and a sense of security; where one may enjoy his individual kind of recreation and share it with others. A *place* where one may keep his treasures; where one may satisfy his individual tastes; where fundamental culture, consisting of customs, language, courtesies, and traditions, is conserved and passed

¹ Adapted by special permission from "A Home Dedication Service" in *Harmony in Marriage* by Leland Foster Wood, Round Table Press, 1939.

on to the young. A *place* where regard for others, loyalty, honesty, and other worthy character traits are cultivated and enjoyed—a haven, a sanctuary, and a source of inspiration.¹

In most discussions of “home” and “family” there is a tendency to use the two words as if they meant the same thing. The definition given above stresses the fact that the home is a place where people dwell together with understanding and affection. In other words, home is the place of abode of a family—a place where adequate provision is made for all important aspects of family living.

For the moment, let us consider what our places of abode may contribute to us, in so far as this can be determined as something separate and apart from the family members who share this abode with us. In this way, we may think of the home as the background and setting for family living. Then just as the background and setting of a play helps or hinders in carrying its theme forward, so we will find the home, the place of abode, sustains or hinders the family living that goes on within its walls. To the extent that the place of abode sustains family living, it is a good home.

The tightly closed doors of the home safeguard us from thieves and intruders yet opens wide to admit our friends. The snug roof over our heads keeps out the rain and the snow, the heat and the cold. Facilities for the work of the home, the shared family life of the family, and the life of each family member contribute to or detract from the ease with which the house is made a home. The water and sewerage systems provide facilities for cleanliness and sanitation necessary in the protection of our health and comfort. Our sense of the very real shelter we find in our homes is voiced in the words that come so easily in times of discomfort, stress, or fright: “Oh, I wish I were home!”

A good home makes provision for the daily activities of the family. To an increasing extent the physical setup of the home is planned and established to give us the greatest ease possible in carrying on the routine of work and other activities of the home. By the press of a button, light floods the room so that the high

¹ From an editorial by Lita Bane in the *Ladies' Home Journal*, March, 1930.



Top left, Floyd Schultz; top right, Mrs. J. W. Kendall; bottom left and bottom right, Farm Security Administration

There are many kinds of dwelling places in the world—all called “home” by someone.

school pupil can study, the mother can do the mending, and the father can read the paper. By the turn of a faucet, hot water rushes forth, greatly simplifying the task of dishwashing, laundering, bathing the baby, and the like. When people lived in caves, they carried the water they needed (which was far less than we could believe!) from a stream; they kept a fire alive by constant watchfulness that they might have light and heat; and they dispensed with the need of dishwashing by eating with their fingers instead of with silver and dishes. As our civilization advances, we expect our homes to provide more and more adequately for the various activities of daily living. If you have ever gone camping, you may have enjoyed roughing it at first. As the days passed, the lack of hot water, the difficulties of keeping yourself and your clothes clean, the sootiness of food preparation over the open fire, and the ache of muscles tired from crouching down on the banks of a stream to wash dishes in the ice cold water all tended to make you think with certain satisfaction of the provisions your home makes

for such work. Possibly the pleasure in getting back to your home had its part in making the vacation seem a good one.

A good home provides for play and exercise. Do you not remember when you were small how important it seemed to you to have the array of paper-doll families left down so you could begin again at the very point where you were interrupted by the call to dinner or to bed? Then space for playing seemed much more important than space for your mother to entertain her sewing circle or for your older sister to entertain her friends. When your brother wanted to play marbles in the midst of the village life of your paper dolls, your first call was, "Mamma, make Ben go somewhere else!" The need for play space is increased as the number of children in the family increases and as differences appear in their play interests. A "rumpus" room in the basement may be desirable for the electric train and the wide variety of turtles, snakes, beetles, and birds that young brother finds important in his playtime. A bedroom with floor space to spread out the paper-doll motion-picture colony which little sister is managing with great delight may now be her urgent demand. For yourself, are you not beginning to demand space to have "the gang" in so you can talk, laugh, turn the radio "way up" and play games without too much evidence that your parents' comfort is being disturbed? Your father may need space to study over his rock collection or his stamps—hobbies that have been his delight since his boyhood days. The garden and the lawn, too, are important in the provision made for the play and exercise of the family members. The apartment-house dweller, lacking a place to romp and a place to dig, tries to find in the well-cared-for park some of the contact with the earth that he misses in his "cliff-dwelling" mode of life.

Provision for sleep, relaxation, and the possession of a sense of peace is important too. We spend long hours in bed and should arise rested, refreshed, and ready for the work and play of the day. We drop down in our favorite easy chair for a moment, and the charm and restfulness of the orderly quiet room seem to restore something within us essential to satisfying living. The need for privacy is deep-seated in each of us. We need time by ourselves to think things through, to sort our impressions, and to reflect on our

beliefs. In earlier years, when our population was largely rural, people found privacy in the woods and fields, as well as in their homes. Now, every moment of the day has potential contact with many people. Automobiles, telephones, and radios seem to eliminate distance, as artificial light has shortened the night. The result is that everyone is overstimulated. If we are to have opportunity for serenity and poise, the home must provide for us times and places for the enjoyment of the quiet that allows one to think, to read, to relax, and to plan. The rest that will rebuild one for the stress of the next day must be assured.

Treasures and belongings may be kept. Each individual in the home has something that, to him at least, is a treasure. Perhaps it is a collection of birds' eggs, coins, or stamps. It may be an assortment of rings and beads or perhaps the beginning of a personal library. The keeping of these free from harm is a valuable way of teaching respect for property rights. Knowledge of what it means to have one's own possessions safeguarded helps build an understanding of *mine* and *thine*, most important to the individual. More than this, perhaps, is the increase that comes to one's sense of security from the fact that here in the home both he and his treasures are safe. Even the humblest home can provide a locked box for the belongings of each member of the family; in many homes, separate rooms with dressers, chests, and closets make possible a more adequate provision. In either case, the safekeeping of one's treasures is assured. In many an attic today there may be found boxes and chests that still safeguard childish treasures of grown men and women. No visit home seems complete without an inspection of these treasures.

A good home provides for social contacts, both within and without the family. If a satisfying give-and-take of living is to be established among family members, the home must provide, not only for the rest and privacy so important for each, but also for the coming together of the group. In colonial days the huge kitchen, warmed and lighted by the fire on the hearth, was the social center of the family. Here food was prepared, children were instructed in the simple tasks of the home, friends and strangers were made welcome, the wooing of the daughters took place, and the aged

grandfather dreamed away his last days in the warm fireside corner. As provisions for the work of the home became more adequate and the family's scale of living was raised, separate rooms were provided for each major activity: a kitchen for food preparation, a dining room for serving the meals, a nursery for the children, a living room for the family, and so on. A home should be so planned as to permit and encourage shared experiences within the group to provide for the times when the individual members wish to be alone and also to encourage desirable contact between family members and others without disturbing too greatly the life of the whole family.

The development of the immature should be provided for in the home. You are doubtless somewhat familiar with the care an infant requires and readily recognize that his home should provide adequately for his physical and mental well-being through the early childhood years. Much of the work of the home is centered about providing safety and meeting the other physical needs of the children of a family. Playthings must be picked up, food must be prepared, dishes must be washed, beds must be made, babies must be bathed, clothing must be made and washed, and so on through a long list of tasks. Provision must also be made for developing the minds and interests of the children, establishing standards of living, and stimulating intellectual curiosity. If the home is a place in which adequate provision is made for rearing children to full maturity with relative ease and high satisfaction, it facilitates the family in meeting an important phase of its work.

A good home gives opportunity for expressing our love of beauty. Most of us will never have opportunity to plan "a city beautiful." Few of us will ever carve a statue or paint a picture that will add to the world's heritage of beauty. Each of us does have a very real opportunity to contribute to the charm and beauty of every day by making the homes in which we live express our appreciation of beauty in color, line, form, and texture. It is sometimes said that our lives are drab because we do not accept the opportunity of bringing beauty into our homes. Most of us may say truthfully: "We haven't money to do what I'd like to see done to this house"; or "Mother just will not give me a chance to do what I'd like to



H. F. Humes and Minneapolis-Honeywell Regulator Co.

Sheltering trees and patterned brick add to the charm of this home.

do!" Artists know the limitations of being unable to get the size of canvas they desire or the kind of marble they want. Yet they keep striving for an adequate expression of beauty with the tools and the stuff at hand. With things as they are in your home, what beauty do you see in it? Has it the beauty of order, the glory of a far view out over a peaceful valley, or some pieces of furniture that have the homely charm of early days and associations coming from long use in your family? What beauty do you need? Perhaps the color of flowers or of a new picture will pick up color notes you wish to emphasize and will relieve a monotonous sameness. Perhaps a rearrangement of the furniture is needed to give a better sense of balance and allow for emphasis on the desirable points in the room. Being aware of our homes as means of expressing beauty is a necessary first step in bringing beauty into everyday living. Other steps include learning what it is that makes for beauty; developing an understanding of the meanings of color, texture, line, and form; and then, too, finding out what it is we have within ourselves that we wish to express through such means. Also, we need to develop some skill in making *things* serve us in expressing beauty.

From a good home, we derive our sense of values. Our industrial civilization has made it possible for the home to acquire material possessions such as it has never before had. This increased physical equipment greatly affects the home. "The butcher, the baker, and the candlestick maker" may, today, live in greater physical comfort than was possible for kings in other centuries. Today homes include, as a matter of course, china, glassware, and silver once far beyond the realm of possibility for the average homemaker. To the extent that material possessions enrich life, this is well and good. Unfortunately there is a tendency to demand many things that add to the comfort of the household on the assumption that if these are provided a good home will be maintained. This places "things in the saddle to ride mankind." We all need to recall that too much stress on just "things" may be destructive by giving them the importance that should be attached to ideals and ideas. Unless homemakers see "things" as a means instead of an end, they are subject to pressures that make them stress the less worthy values in their homes.

A poet puts this question which we might well all ponder:

And tell me, what have you in these houses? And
what is it you guard with fastened doors?

Have you peace, the quiet urge that reveals your
power?

Have you remembrances, the glimmering arches
that span the summits of the mind?

Have you beauty, that leads the heart from things
fashioned of wood and stone to the holy mountain?

Tell me, have you these in your houses?

Or have you only comfort, and the lust for comfort,
that stealthy thing that enters the house a guest, and
then becomes a host, and then a master? ¹

Our homes make lasting impressions upon us through the memories they give us. Psychologists call this the "stimulus value" of the home. They point out that many of the familiar things about

¹ Kahlil Gibran, *The Prophet*, by permission of and special arrangement with Alfred A. Knopf, Inc., New York.

a home have the power to bring back vivid recollections of many other things and to cause us to feel merry or sad as the case may be. The smell of gingerbread may bring back a whole train of memories about family jollity over the evening meal years and years ago. The sight of an old-fashioned rocker may bring a wealth of associated ideas and memories along with the words, "Why, my grandmother had one like that!" Rain drumming on the roof, and an old oaken bucket, have both been eulogized in verse, not because of what they mean by themselves, but because of the memories they bring back. "Remembrances, the glimmering arches that span the summits of the mind" arise largely from home experiences and are evoked by things of the home.

For your thinking and doing

1. Compare various definitions of the word "home." Decide the viewpoint or idea represented in each.
2. Describe a home that you consider good and one that you consider poor. Give your reasons for your choices.
3. To what extent does a good home depend upon the size of the family's income? Why?
4. Cite a good home and a poor home depicted in books you have read or movies you have seen, with reasons for your choices.
5. Are "home" and "house" synonymous terms? Why?
6. A certain person is said "to come from a good home." What characteristics would you expect to find in this home?

Problem 2. What are the housing essentials provided by a good home?

The housing provided as a home for a family should make for the physical, mental, and social health of its members. To the extent that adequate provision is made for housing that will conserve physical, mental, and social health, a major contribution has been made to a healthful environment. To the extent that the housing provided is inadequate for maintaining any one or more of the three phases of health, a destructive force has been set to work in the environment. The influence of such a force is felt, not only by the family members subjected directly to it, but by the entire com-

munity. It becomes important then to each of us, not only how we live, but how our neighbors live. If homes are to be places where worthy people are built, thought must be given to see that houses serve and not hinder homes in this endeavor.

Certain basic health needs should be met by our houses. If we can understand what these needs are, we will be better able to judge ways and means in which our housing must be improved if we are to build a strong people. Recognition of this fact led the American Public Health Association to organize a committee on the Hygiene of Housing to study the principles of healthful housing. This committee classified the housing needs of families in the following manner:

A. Fundamental physiological needs

1. Maintenance of an environment which will avoid undue heat loss from the human body
2. Maintenance of an environment which will permit adequate heat loss from the human body
3. Provision of an atmosphere of reasonable chemical purity
4. Provision of adequate daylight illumination and avoidance of undue daylight glare
5. Provision for admission of direct sunlight
6. Provision of adequate artificial illumination and avoidance of glare
7. Protection against excessive noise
8. Provision of adequate space for exercise and for the play of children

B. Fundamental psychological needs

1. Provision of adequate privacy for the individual
2. Provision of opportunities for normal family life
3. Provision of opportunities for normal community life
4. Provision of facilities which make possible the performance of the tasks of the household without undue physical and mental fatigue
5. Provision of facilities for maintenance of cleanliness of the dwelling and of the person

6. Provision of possibilities for esthetic satisfaction in the home and its surroundings
7. Concordance with prevailing social standards of the local community

C. Protection against contagion

1. Provision of a water supply of safe, sanitary quality, available to the dwelling
2. Protection of the water-supply system against pollution within the dwelling
3. Provision of toilet facilities of such a character as to minimize the danger of transmitting disease
4. Protection against sewage contamination of the interior surfaces of the dwelling
5. Avoidance of insanitary conditions in the vicinity of the dwelling
6. Exclusion from the dwelling of vermin which may play a part in the transmission of disease
7. Provision of facilities for keeping milk and food undecomposed
8. Provision of sufficient space in sleeping rooms to minimize the danger of contact infection

D. Protection against accidents

1. Erection of the dwelling with such materials and methods of construction as to minimize danger of accidents due to collapse of any part of the structure
2. Control of conditions likely to cause fires or to promote their spread
3. Provision of adequate facilities for escape in case of fire
4. Protection against danger of electrical shocks and burns
5. Protection against gas poisonings
6. Protection against falls and other mechanical injuries in the home
7. Protection of the neighborhood against the hazards of automobile traffic ¹

¹ From *Basic Principles of Healthful Housing*, Committee on Hygiene of Housing, American Public Health Association, New York.



Libbey-Owens-Ford Glass Co.

A picture window affords an ever interesting and ever changing view.

All of these needs deserve thorough and careful consideration. In this unit our attention will be focused on the fundamental physiological and psychological needs. Later we will consider the protection the home should give against contagion and accidents.

Housing needs are all closely related. Few, if any, families consider each housing need separate and apart from the others. In most cases the statement is made that plenty of air, light, water, good drainage, clean streets, honest, friendly neighbors, and good moral conditions in one's neighborhood are necessary. Beauty, the creation and enjoyment of which means much to all of us, should be expressed in the home that affords our shelter. Provision should also be made for the individual interests of the family members. The play of the small child, the pets of his older brother, and the hobby of the father, whether stamp collecting or furniture making, are all important activities that contribute greatly to the happiness of the family and influence the shelter requirement of the group.

Housing that undermines the health of the family, that brings about low moral standards and ideals of beauty, and that makes for personal conflicts or unhappiness is undesirable. The house is the family's clothing, one might say, and has an important influence on its occupants.

The housing should be such that it furnishes protection to the family. Do you recall hearing of a great flood or reading of a recent fire or of a bombed city? In each case, the newspapers stressed the fact that there were numbers of people left homeless. The phrase "homeless" calls to our minds all the discomforts of being exposed to rain, wind, and cold without protection; of facing the night without a place to sleep; and of spending the day, huddled with other people, seeking food doled out by relief organizations. Important as protection from the weather is, this is not the only force from which the individual must be protected. Our personal properties must be secure from theft and we ourselves kept safe from the violence of those who lack respect for law and order. Assurance should be given, too, of safety from those unwholesome conditions that might result in illness, as well as from possible causes of accidents that constitute grave hazards to health. Nor is this all. Our personalities need some respite from constant contact with those of other people, however much beloved they may be. With the marked increase in the pressure of the outside world, adequate privacy and quiet are necessary in the home if the individual is to be able to stand the stress and strain of daily living.

Room space is one of the most important considerations in providing privacy. Room space includes both the space within the house and that which immediately surrounds it, as the yard, the lawn, or a near-by park. A relationship, although not clearly defined, exists between the two. In some localities, as in Honolulu, the lawn becomes an out-of-door living room, greatly increasing the space possibilities for privacy and recreation. In other localities, as in the slum districts of New York City, the overcrowding of two-room flats that house six people is made worse by the lack of free space near by for play and recreation. The overcrowding of the dwelling itself may be so great that even the existence of any free space about it may not relieve its congestion. Thus the one-

or two-room farm dwelling that must provide somehow for the manifold requirements of a family presents as definite a condition of overcrowding as could be found in the tenements in our largest city.

The ill effects of overcrowding are physical, mental, and moral. The spread of disease is facilitated, the discouragement concerning the attainment of a satisfactory standard is fostered, and friction and nervous strain are intensified by too close contact among people. Bad morals are frequently found when living conditions are bad. Cooking, eating, sleeping, and living in one or two rooms does not make for wholesome character. A woman much interested in housing conditions, referring to a group of people who were living in one poor room, said, "It is no wonder that their morals need patching." How many rooms are necessary for adequate space for a family of four? Some authorities say that there should be at least as many rooms as there are members in the family, but each family's needs must be studied. Certainly where there are boys and girls in a family, at least three bedrooms are needed—one for parents, one for the boys, and one for the girls. A living room not used for sleeping is also necessary.

Good sanitation should be provided. In its broader aspects, sanitation includes provision for certain needs of the family. The following statement of these needs was made at the White House Conference:

Since sunshine, fresh air, and pure water are essential to the health of the growing child, the house in which he lives should meet these needs. Ideally, it should be planned to secure sunshine in every room, with doors and windows placed to secure a circulating supply of fresh air. It should have a heating plant equipped to regulate both the temperature and the humidity and a modern plumbing system at once adequate and sanitary.¹

The last item is regarded as so important that the prediction has been made that some day houses will be certified for adequacy

¹ From *The Home and the Child*, a report of the White House Conference, published by D. Appleton-Century Co., New York.



A rear entrance and lawn dappled in shade add to the family's enjoyment of its home.

of plumbing just as today the deed is often certified to be legal and correct. In some communities little attention is paid to sanitation, and often a person renting or purchasing a home forgets to consider it. If buildings are too close together, it will be impossible for air and light to reach the house; if the drainage is poor, the house is likely to be damp. Running water supply and sewage disposal should be had wherever possible. If an outdoor toilet must be used, it must be made sanitary. Screening against flies is usually the first step toward disease control. Ample provision should be made for the disposal of all wastes. Many epidemics and much ill health have been traced directly to unsanitary housing conditions.

A good neighborhood is desirable. Some people consider a good neighborhood the chief essential in housing. We are so influenced by the people with whom we associate and those who live near us that the choice of a neighborhood becomes most important. Thoughtful parents desire to supplement the home en-

vironment with the wholesome influence of the neighborhood. Studies show that crimes occur much more frequently in blighted or slum sections of cities, just as disease seems to center in these places. Efforts to make cities better suited to life have led to slum clearances. In such clearance whole sections, so bad as to be termed "festering sores," have been razed and modern, sanitary, livable apartments have been erected on the sites. We need more concern on the part of all citizens with the housing of the masses of our people. There is more reason "to point with pride" to an apartment house that provides good housing at low cost than to the elegant estate of some wealthy person which is the show place of the community.

For your thinking and doing

1. Decide the housing needs of families as a whole in your community. Check on the housing situation in various parts of the community. Which needs are commonly well met? Which are not?

2. Write a brief article for your school or town paper on housing needs in your community.

3. Participate in a panel discussion on "Why housing is more than a family responsibility."

4. Name as many different examples of overcrowding in housing as you can. What are possible and probable outcomes of overcrowding in housing?

5. When a house is condemned for individual or family living, what is meant?

6. Why is there today such a great amount of inadequate and poor housing? What measures are being taken to improve the situation?

Problem 3. What affects the expenditures for housing?

Housing is a necessity for which expenditures in some form are made by all families. The home owner pays his housing costs through such items as interest, repairs, and the like. The person who is not a home owner pays his in the form of rent. Several items are included in housing costs. They are rent, interest on mortgage, or building and loan payments, taxes, upkeep, depreciation, and insurance. City families often include transportation to



Arkansas Agricultural Extension Service

This five-room house in Searcy, White County, Arkansas, was built of boards and battens at a cost of \$260. Provision was made for installation of a bathroom, and there is a screened-in back porch across the full width of the house. The family intends to rock veneer over the rough lumber later on.

work with housing costs. The cheaper rent in the more distant suburbs is sometimes equalized or offset by the higher transportation cost made necessary.

The family income limits the amount spent for housing. The amount spent should be in keeping with the income. Practically all families are limited in what they may spend for a home. The problem then becomes one of obtaining the most desirable dwelling for the amount of money available. It is regarded as financially unsafe to spend more than one-fifth of the yearly income for shelter, although in large cities the amount will go higher. A family of four with an income of \$700, which is the level of the lower family incomes in our country, could not afford to pay more than \$8 to \$10 for monthly rent. Healthful housing is not available for any such sum in cities. Even if housing is available in some small communities at this price, it is usually unsatisfactory in sanitation and other provisions. The inability of families to obtain healthful housing at prices they can afford to pay creates a housing

problem, national in scope, which is engaging the interest of the federal government at the present time.

In purchasing a home, there are limits to the cost to which families on the various incomes may safely go. If the purchase is being made through a building and loan association or a similar agency, the amount paid each month should be less than one-fifth the monthly income. A family is rarely justified in investing more than two and one-half times its annual income in the purchase or building of a home. Owners find, figured over a period of years, that one-tenth or more of the cost of the house is required each year to pay for the taxes, insurance, repairs, depreciation, and the loss of interest on the money invested. Some families who own their homes set aside 6 per cent of the cost as a yearly payment to a savings account. They say they are paying themselves interest or rent.

The number in the family affects the housing cost. It is readily observed that a large family requires more room than a small family. More bedrooms will be necessary, as well as a larger dining room and living room. If a family employs help, accommodations must often be made for the household employee in the home. As either the number or the size of rooms increases, the building cost rises. This must be paid either as increased investment in housing on the part of the resident owner or as an increase in rent by the nonowner. A decrease in the number in the family, such as occurs when the children leave the old home to establish new ones, may lessen markedly the room requirement of the family. If possible adjustments in the housing are made, the cost of shelter may be reduced.

The family standard of living influences the expenditures for housing. Of two families on the same income, a great difference in the standards in shelter desired may be noted. Some people are not content without hardwood floors; others prefer a yard or garden with plenty of room. A family socially inclined requires a larger space for entertaining than is required by a family that enjoys reading or travel. The family's standard for housing should be determined by conscious choices of its members. In each case, the standard desired affects directly the expenditures necessary to

attain this. It is much better for a family to locate among families of similar financial status and social standards than to choose a house on the fringe of a group that spends on a larger scale. Great unhappiness may result from constant contrasts in material standards and from the attempt to live in the same manner as people of much larger means.

Expenditures for housing are made through ownership or rent. The family is confronted early with the question of whether to own or rent the house in which it lives. A certain number of people in every town have made expenditures for housing when they purchased and paid for the houses in which they live. They may think that further outlay for shelter is unnecessary but, even so, further expenditures are required from time to time. There is another group of families who make expenditures each month for the purchase of a house. There is still a third group, doubtless the largest, that makes expenditures for housing in the form of rent each month. Decision as to which of these groups one would wish to be in rests largely with the individual family and should be reached only after thorough consideration.

Home ownership and renting each present advantages and disadvantages to the family. Home ownership furnishes an excellent means of saving. It develops a strong feeling for home. It also gives a feeling of pride and self-respect in ownership and increases the sense of community responsibility. It discourages the tendency to move frequently and carelessly. The owner as a rule takes better care of property than does the renter. The owned house is a protection in unemployment and in old age. However, home ownership may be overly expensive; for insurance, taxes, repairs, and interest may amount to more than rent. Frequently you hear that it costs much more to live in your own house than it does to live in a rented house. The closeness to transportation and to stores, the improvements made in the street and neighborhood, and the general type of neighborhood usually determine the ease of sale of the property. If there is no expectation that the property will increase in value, it should not be purchased as a business investment.

Many families prefer to rent their homes. They feel that the cost and responsibility are less. They may not find it wise or feasible



Better Homes and Gardens magazine

An inviting entrance is much to be desired in a house, whether the house is rented or owned. It may seem to extend a cordial welcome and assurance of good cheer in its own way.

to invest the sum necessary for home ownership. They may wish to be free to move or change location as they choose. Often families not permanently settled in their business interests find home ownership out of the question. Renting is then a satisfactory way of providing shelter by means of monthly payments. There is a danger, however, that the renter may tend to become a hand-to-mouth citizen and lack a sense of community responsibility. The years may go by, and he may have nothing to show for his money but a handful of canceled checks. He is less likely to practice economy and to save than the man who is paying for his home. He may lack the satisfaction of acquiring and creating something of his own. Frequently the renter has difficulty in obtaining the necessary repairs and desired changes in the dwelling he occupies.

The problem of whether to rent or to own is an old one, and every family must make its own decision. The advantages and disadvantages of each side of the question should be carefully considered and the choice made accordingly. Often it is better to rent for a time and then later begin the purchase of a home through monthly payments, as through a building and loan association or by a similar method. To follow this plan satisfactorily, at least one-fourth of the value of the property should be in hand to serve as the initial payment. The remaining amount should be such that the owner can reasonably anticipate its payment in full in ten or fifteen years. Starting payments into a building and loan association when first married, and thus accumulating capital during the years while renting, makes later purchase easier. It is a common mistake for families to make too large an investment in their house and in so doing to assume a great financial load. One cannot afford to own a house that one could not afford to rent.

The present housing situation is acute. It is commonly stated that over 10,000,000 dwellings in our country are unsatisfactory for healthful home living and that they should be replaced. Even with these being lived in, however, there is a shortage of more than 6,000,000 houses for families in the lower-income groups. The great need seems to be for houses that would cost less than \$3,000 or for healthful apartments that would rent for \$20 or less per month. The federal government has done much to provide credit, low

interest rates, and easy ways of paying as a means of meeting the serious housing need. It has provided for demonstrations of slum clearance and has contributed large sums of money for the building of healthful apartment houses. Through the extension divisions of the state colleges of agriculture in some of the southern states, effective housing programs are being carried on as self-help projects. Included are instructions for simple construction processes in home building that the family members themselves can carry on. Some surprisingly attractive homes have been built in this manner.

It is evident that our government cannot provide the many million houses that are said to be necessary. It can, however, promote the building of more and better houses and foster interest in adequate shelter for all families. Before wide improvements can be made, each citizen must be interested and ready to participate in a movement to make better housing a reality for his community.

For your thinking and doing

1. What determines the amount your family spends for housing? How does your list of desired items compare with those that influence some other family in its expenditures for housing?

2. Why may a family prefer to rent or to own its home?

3. What initial payment must be made in purchasing a home through the building and loan association? What relationship exists between the initial payment and the monthly payment? What relation exists between these payments and time required to pay off the loan?

4. What are the annual taxes on the house you live in? What is the annual upkeep expense of this house? How do these affect the housing costs?

5. Describe a family situation in which you would advise home ownership for the family.

6. Describe a family situation in which you would advise home renting for the family.

7. When does a family pay too much for its housing?

8. If you live in a town or city, confer with a social worker to ascertain (a) what the average family receiving assistance is allowed for house rent; (b) what space per person in the family this provides; and (c) if the rent provides a house with electricity and sewage disposal.

Problem 4. **What influences the family in its choice of a dwelling?**

We have just seen the large part that income plays in determining how the family's housing needs are met. It is one of the most important influences in the choice of a dwelling. Unless the family is able to pay for a house with a long living room, a large fireplace, and a recreation room, there is no need of spending hours in looking for such a place. Unless the family is forced by the smallness of its income to consider a flat on a noisy crowded tenement street, there is no reason to choose this type of dwelling. It is hard to overestimate the influence income exerts on our choices of dwellings.

Location is an important consideration. After the family has decided the amount available for shelter, the next question is the choice of a location. The decision will be reached differently in the open country, the smaller community, or the larger city. If a farmhouse is to be chosen or built, it is desirable that it be in relatively easy access to school, church, and town. In this consideration distance is not of greatest importance, but rather the condition of the highways or roads that afford this connection. A location on a main highway is, in general, less satisfactory than one on a near-by communicating road. The house should be so placed as to capitalize the point of greatest natural beauty on the farm. Low-lying damp land, insufficiently drained, should be avoided. The house should not be unduly near the barnyards, chicken yards, or stables. In the choice of a location in a village or small town, many of the same points require consideration. Main highways are to be avoided in the location of the village and small-town house, as well as in that of the farmhouse. Nearness to schools, churches, and the shopping center should be obtained without forfeiting any of the charm and beauty of a desirable residential section. Distance from stables, dumps, railroads, garages, and village industries is to be desired.

In the city it is important that the house be located in a strictly residential section, so protected by zoning laws that the continuance of its character as such is assured. The consideration of nearness to place of employment, to churches, schools, and shopping

WHAT DO YOU WANT IN A HOME?

These lists, reprinted by courtesy of the Berkeley Women's City Club, show what 300 women in Berkeley, California, desire in a house.

"Must Have"

1. A level lot.
2. A garden protected from wind and neighbors.
3. Easy access from house to garden.
4. A covered entrance porch.
5. A well-lighted entrance hall.
6. Plenty of wall space.
7. Convenient stairs.
8. Windows of uniform height.
9. Overhead lighting in dining room.
10. Plenty of base plugs everywhere.
11. Plenty of closet space everywhere.
12. Direct access from garage to kitchen.
13. Laundry on main floor.
14. Direct access from kitchen to front door and bedrooms.
15. All outside locks to fit one key.
16. Sunken garbage can.
17. Noiseless toilets.
18. Lights on both sides of bathroom mirror.
19. Ironing board placed so it can be used from both sides.
20. Adequate furnace for whole house.
21. Fireplace with mantel (not slanting top).
22. Coat closet in front hall.
23. Downstairs lavatory for guests, children.
24. Terrace for sun-bathing.

"Don't Want"

1. No hard-to-get-into garage.
2. No raised hearth.
3. No corner fireplace.
4. No steps up or down between rooms.
5. No slippery floors.
6. No rough-textured plaster walls.
7. No hard-to-find front doors.
8. No doors and drawers that bang into each other.
9. No bathrooms between two rooms.
10. No wrought iron grilles or balconies.
11. No odd-shaped windows (peaked, arched, oversized).
12. No trick lighting or hardware.
13. No rooms used as passage-ways.
14. No furnace outlets spoiling best wall spaces.
15. No corner windows.
16. No front door opening into living room.
17. No stairway in living room.
18. No interior glass doors.
19. No niches.
20. No chimes in front hall.
21. No peepholes in front door.
22. No telephones in closets or dark corners.
23. No high, dark, raftered ceilings.



Better Homes and Gardens magazine

A charming garden increases the livability of a house.

strength, stability, and grandeur. It may be of the sea—restless and ever in motion. It may be of a sweep of country studded with flowers. In any case, the view lifts the thinking of family members above the commonplace and brings to them a sense of satisfaction such as is presented in these lines:

Over the shoulders and slopes of the dune
I saw the white daisies go down to the sea,
A host in the sunshine, an army in June,
The people God sends us to set our hearts free.
The bobolinks rallied them up from the dell,
The orioles whistled them out of the wood;
All of their singing was, "Earth, it is well!"
And all of their dancing was, "Life, thou art good!"¹

¹ From "The Daisies," by Bliss Carman. Used by permission of the publishers, Dodd, Mead and Co., New York.

No matter where the home is, its location should be such that the family is not depressed or humiliated by surrounding conditions. A home should never be located in a neighborhood that has in its midst such moral nuisances as gambling houses, centers of liquor traffic, disorderly houses, public dance halls, and night clubs.

The type, size, and appearance of the house affects choice. Anyone walking down a street in an American city or town might readily be impressed with the wide variety of the houses. Italian and Spanish structure jostle the more retiring English and Dutch Colonial cottages and compete for interest with the larger houses of the French Renaissance. All sizes may be noted, from that of the four-room cottage to that of the huge palace. Some are charming in line and form, conveying the sense of a pleasing personality, while others are ugly and lacking in any sense of unity or order. Some houses seem to invite the guest; others seem to repel him. The choice of a house from the wide array is made on the basis of that which proves attractive to the members of the family. Their choice is, of course, limited by their funds, needs, and interests. With wise thought a small and inexpensive house may be found that expresses convenience, charm, and hospitality. Some families are much concerned with the appearance of their homes. They prefer to live in houses that "look well" from the outside. Although appearance should influence us in our choice, it should not be the chief consideration. However, a house in a run-down condition, needing paint and repairs badly, is undesirable. The type and size of house depend upon the size of the family and the ages of its members. A small family made up of adults may prefer a small house or an apartment. A larger family with growing children needs a real house with plenty of room. Some families prefer a one-story house, others a two-story.

The convenience of the house should be considered. Often the question of convenience is left until the last or forgotten entirely. There are certain standards by which the experienced homemaker judges the convenience of a house. First among these is the room arrangement. The plan should be such as to make the housework as easy as possible, with little waste of time and energy. Easy access

from room to room is regarded as a desirable arrangement. It is, however, important that each room can be closed off to provide privacy when desired. Adequate storage space, comfortable stair elevation, and satisfactory provisions for lighting, heating, and ventilation also contribute to the convenience of the house. The attention of many homemakers focuses on the height of the working surfaces of built-in cupboards, cabinets, and sinks as the first consideration of convenience. The height and type of working surfaces do affect their convenience in use, but this is only part of the story. Thought must also be given to the arrangement of such equipment for best use of the facilities they offer. The homemaker has many duties and many steps to take in the day, and her work should be made lighter by convenient arrangements. Houses for rent often show that little attention has been given to this matter.

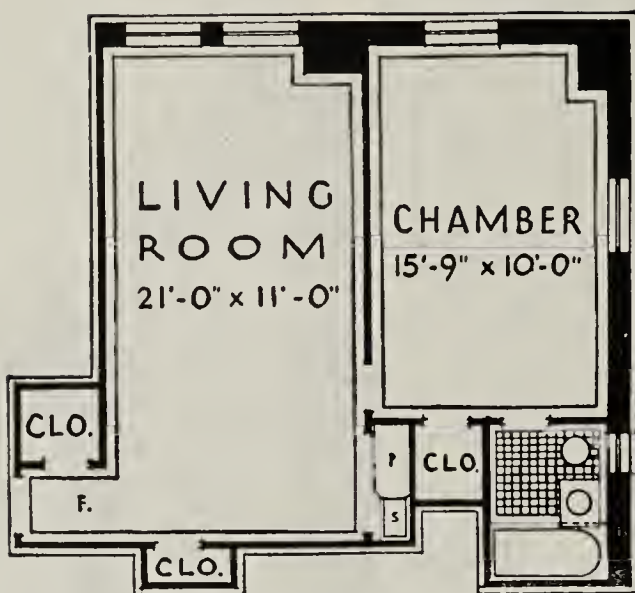
The livability of the house largely determines our choice. The sum total of location, structural design, and plan, as well as the provisions for lighting, ventilation, heating, and quiet, together convey a sense of its pleasingness or lack of pleasingness as a place to live. Have you ever observed that in fiction the description of a place as dark and lacking fresh air is used to convey a sense of death or disaster? In our homes we desire the radiance of sunshine and the sense of happy life about us. We want the rooms scaled to the intimacies of our smaller groups, with a hearth to focus our feeling of cheer. Some people find much satisfaction in the sense that their house has been lived in a long time and has thus become a seasoned background for human affairs. Lacking an old family home of their own, some families buy and remodel other old houses, planning to capitalize the atmosphere they may have. Before this is done, the house should be studied carefully for its possibilities and a definite estimate obtained from a reliable builder to determine the exact cost and also whether the house will give returns for the effort and expense.

Selection of an apartment involves additional consideration. Many families must choose for their home an apartment in a building housing other families. A wise choice under these conditions is much more complicated than when selecting a house. Neighbors immediately across the hall or just below matter so



Fred F. French Co., Inc., and Tudor City

Apartment houses are now being built with open spaces, filled with trees and flowers, about them. Their parklike settings lessen the noise characteristic of city life and afford pleasing vistas for the people living in them.



Fred F. French Co., Inc., and Tudor City

This is the floor plan of one of the apartments in the building shown on page 167.

much more than do those across the street. Their taste in food, recreation, and friends affects directly your environment. Their observance of sanitary measures or the lack of it may affect your health. The stormy character of their family relations may in turn disturb your peace. Some knowledge concerning the type of people who occupy apartments in the building is necessary for a wise choice. There are also certain points of great importance that

are determined by the structure of the building. Chief among these are the fire hazard it presents; the efficiency of the ventilating, temperature control, heating, and plumbing systems; and the possible exposure to sunshine. Although housing experts are working to get rid of them entirely, there still remain many apartment houses that either by their arrangement or by the amount of combustible material used in them are actual firetraps. In spite of cheap rents, one could not afford to take the grave risk of living in them. The lack of sunshine is depressing and unhealthful, yet it is most difficult to obtain sunshine in certain sections of crowded cities. It has been found that apartment houses receive more sun the year round if placed at an angle to the points of the compass. It is desirable that sunlight fall in each room, each day, penetrating to at least half the room's depth. Each room should have adequate natural ventilation, cross ventilation being recommended. In the larger buildings, additional artificial ventilation is sometimes necessary, particularly for halls and inside rooms. Something should be known of the adequacy of the heating system during the winter months, and the freedom from oppressive temperatures during the summer. The services included in the rent vary with different apartment houses. Sometimes they include merely the supply of heat and water, the care of the halls, and the disposal of waste.

In others, more particularly in apartment hotels, the services include the telephone and lights, radio, refrigerator, garage, full maid services, and the services of a doorman and a bellboy. Rental charges usually reflect the services to be rendered, but, of course, a definite business arrangement should be made concerning what is to be furnished.

Noises, sometimes called the curse of the city, interfere markedly with peace and tranquillity. They are particularly injurious to some persons. Consideration of the probable noisiness of an apartment should be given. A congested location with many tall buildings and heavy traffic is most undesirable. In a tall apartment house the upper floors will be found more quiet. If one is fond of pets, an additional problem is introduced into the perplexing hunt for an apartment. In some buildings any pets other than goldfish are taboo. In others, more liberal regulations exist, and dogs and cats are permitted. Should one desire to take such a pet into an apartment, an understanding should be reached at the time the lease is signed. It is sometimes wise to ascertain the attitude of the other renters toward such pets as one owns, to avoid difficulties that may arise with those who have an aversion to either cats or dogs.

For your thinking and doing

1. Why did your family choose your present dwelling?
2. Select a family that you know. Choose a house that would be desirable for the group and suitable to the income.
3. How do the advantages and disadvantages of living in a house and in an apartment compare? Under what conditions would you advise each for a family?
4. Select and describe a family. Decide what should influence its choice of dwelling.
5. Give examples of how a house may be suitable for one family and not for another.

Problem 5. What determines our choice of house plans?

Has your family built a new house within the last few years? If so, you will probably recall that numbers of books on house plans were studied and new houses were eagerly visited before the floor

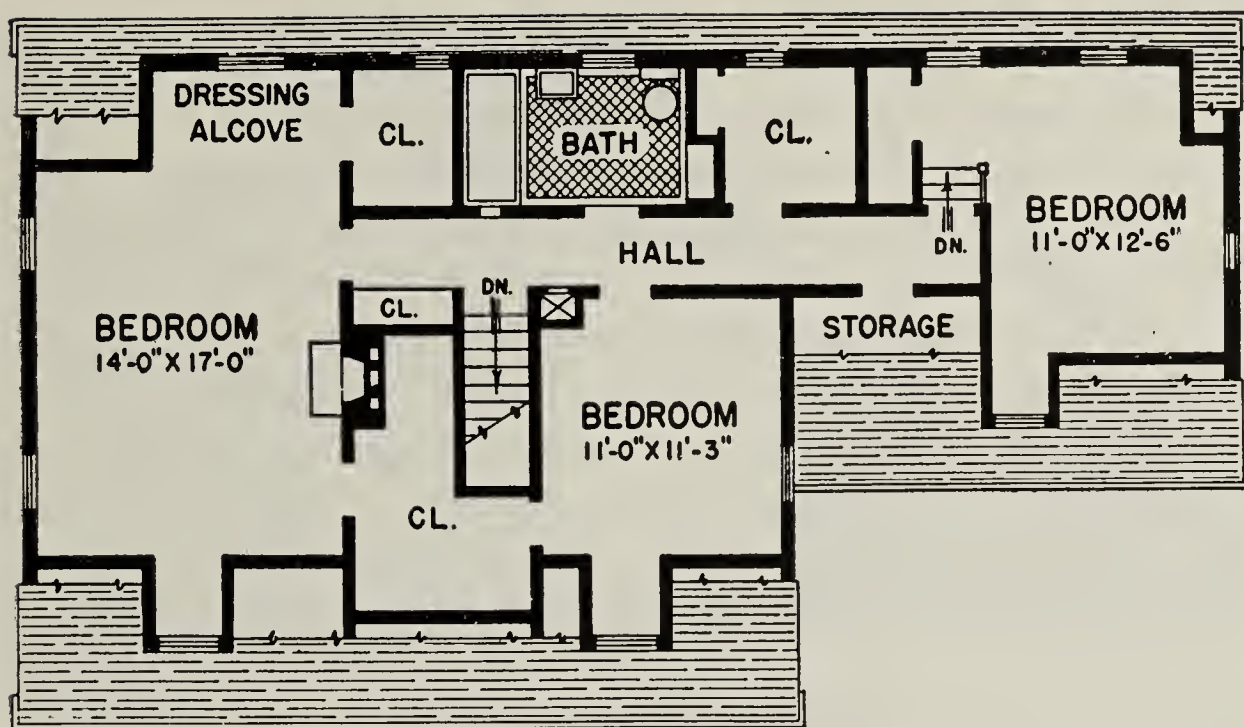


Better Homes and Gardens Five Star Home No. 1512

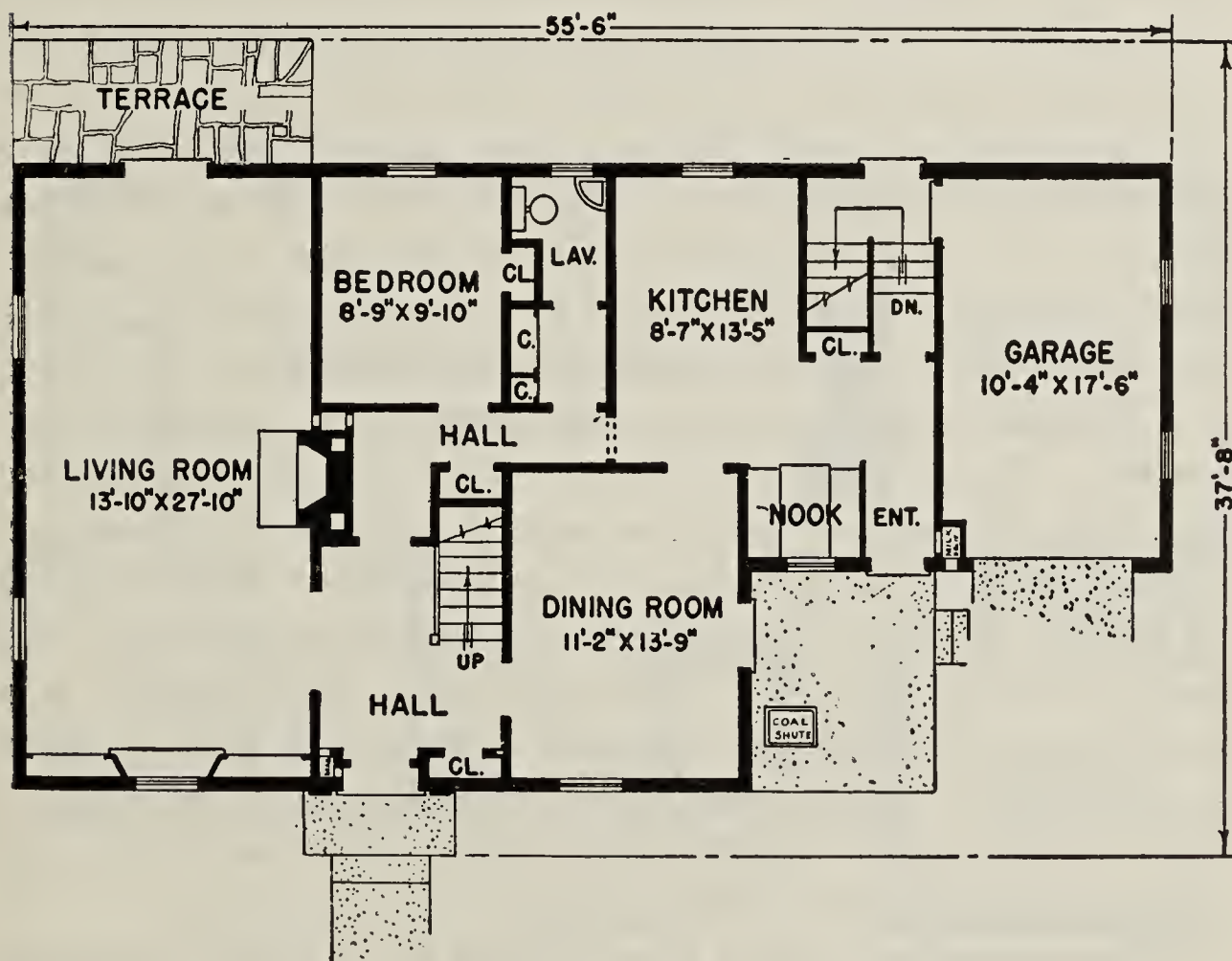
The features of this roomy house contribute to a comfortable scale of living. (See floor plan on page 171.)

plans took definite form. Perhaps the architect spent hours finding out what the family desired. What would be some of the things that a family especially desired? The daughter might insist on a fireplace, the mother might desire ample closet room and satisfactory laundry facilities, the father and son might emphasize the great need for a workshop. As you see, none of these items actually need affect the fundamental structural lines of the building. Because of this, most families who build, choose a plan drawn by some reputable architect and revise it to include, as far as possible, their individual desires. If your family has not built a house but has recently rented a house or apartment, much the same effort has been made to meet all the family needs in the one selected. It is probable that, in either building or renting, choices and compromises will have to be made because all the desired features cannot be included.

The number of rooms is important. The number of rooms should be adequate for the number in the family. It is especially necessary that there be enough bedrooms. Not more than two



SECOND FLOOR



FIRST FLOOR

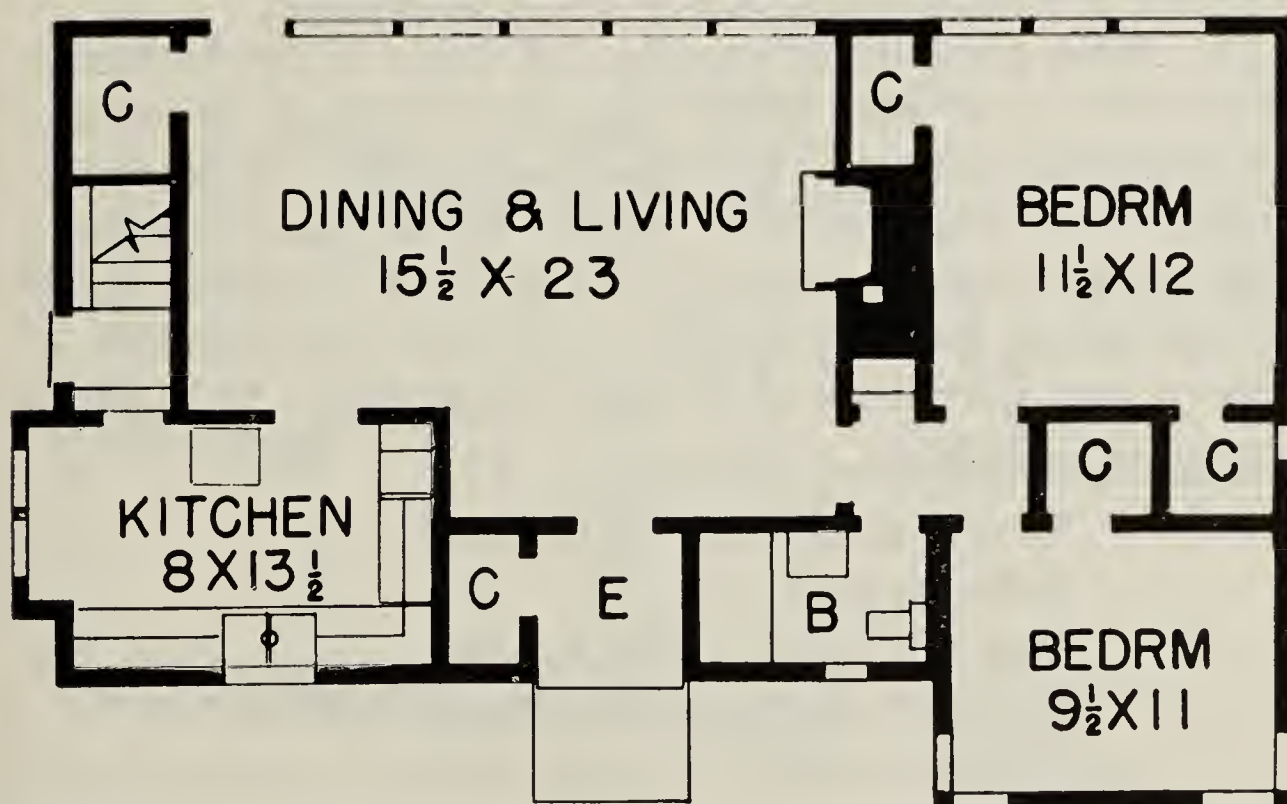
Better Homes and Gardens Five Star Home No. 1512

This is the floor plan for the house shown on page 170.

persons for one bedroom is a good rule. In addition to the health hazard, overcrowding further tends to create nervous tension and adds greatly to fatigue and unhappiness. If the number of rooms is so small that one can never obtain that privacy necessary for the rebuilding of one's morale and courage, the shelter provided is not adequate. The social activity of the family influences its room requirements quite as much as does its number. For example, the recreation space needed by the Brown family of four is relatively great because of the mother's desire to engage actively in the social life of the community, serving as a hostess to some group at least once a week. The grown daughter's frequent dates and parties and the high school son's home orchestral rehearsals and chess tournaments complicate still further the living room situation as far as their radio-loving father is concerned. In the interests of family harmony, the Browns must have both more and larger rooms for recreation than are required by the neighboring family of two, husband and wife, who enjoy reading and motoring and have few and slight contacts with the community. Families that have small children must consider play space as a definite need. Not always is an additional room required, but space either as part of a bedroom, a section of the attic, or an enclosed porch should be provided. In the end, family number, interests, and activities determine the number of rooms required.

The house must provide for the family's rest, work, and recreation. The rest area includes the bedrooms, sleeping porches, and bath. Bedrooms should be so located as to have the advantages of the breeze. A good circulation of air is desirable. The placement of windows and doors should be such as to make satisfactory placement of furniture possible. The repose of the room is greatly lessened if the wall spaces are too small to permit the usual pieces of furniture to be well placed. If the dresser or the bed must extend part way across the window or the closet door, not only is the appearance of the room affected but so is its convenience.

The arrangement of the house should be such that the rooms in the rest area will actually provide the quiet necessary for uninterrupted sleep. A garage under a sleeping porch or room may be advantageous architecturally, but unless careful thought is given



Better Homes and Gardens Five Star Home No. 1510

Attractive, low-cost houses such as this are especially appropriate for newlyweds. The floor plan shows that the house consists of four rooms, well designed for compact, convenient living.

to the use of the car, this arrangement may prove most disturbing. A similar inconvenience may be incurred if the sleeping rooms are in too close proximity to the living room. Also one bedroom should not serve as a passageway for another. A two-story house should have a bedroom downstairs, or at least a room which can be so used if illness occurs in the family.

Closets should be provided in all bedrooms, upstairs and down. They should be spacious, well arranged, and well lighted. Closets seem the least well planned of any part of the house. Built-in shelves, cabinets, and racks increase the utility and convenience. Minimum essentials in a bedroom closet, according to the Bureau of Human Nutrition and Home Economics, are at least six garment hooks, a rod 24 inches long to hold hangers, a hat shelf 48 inches long, and space for six pairs of shoes. These provisions are not regarded as adequate by many people, some of whom insist that the closet should be much larger, with ample drawer space included in it. Some closets have been so carefully planned and beautifully finished that they not only provide storage but give stimulus to order and yield great personal satisfaction.

The house plan should provide easy access to the bathroom, preferably from a central hall. The practice of making the entrance to the bathroom through a bedroom is undesirable. The floor space devoted to the bathroom varies widely. The minimum size for a bathroom with a tub is 5 feet by 6 feet 6 inches. The space should be large enough and the placement of the equipment should be so planned that there is no crowding. Storage should be provided here for the following:

- Towels, washcloths, and bathmats

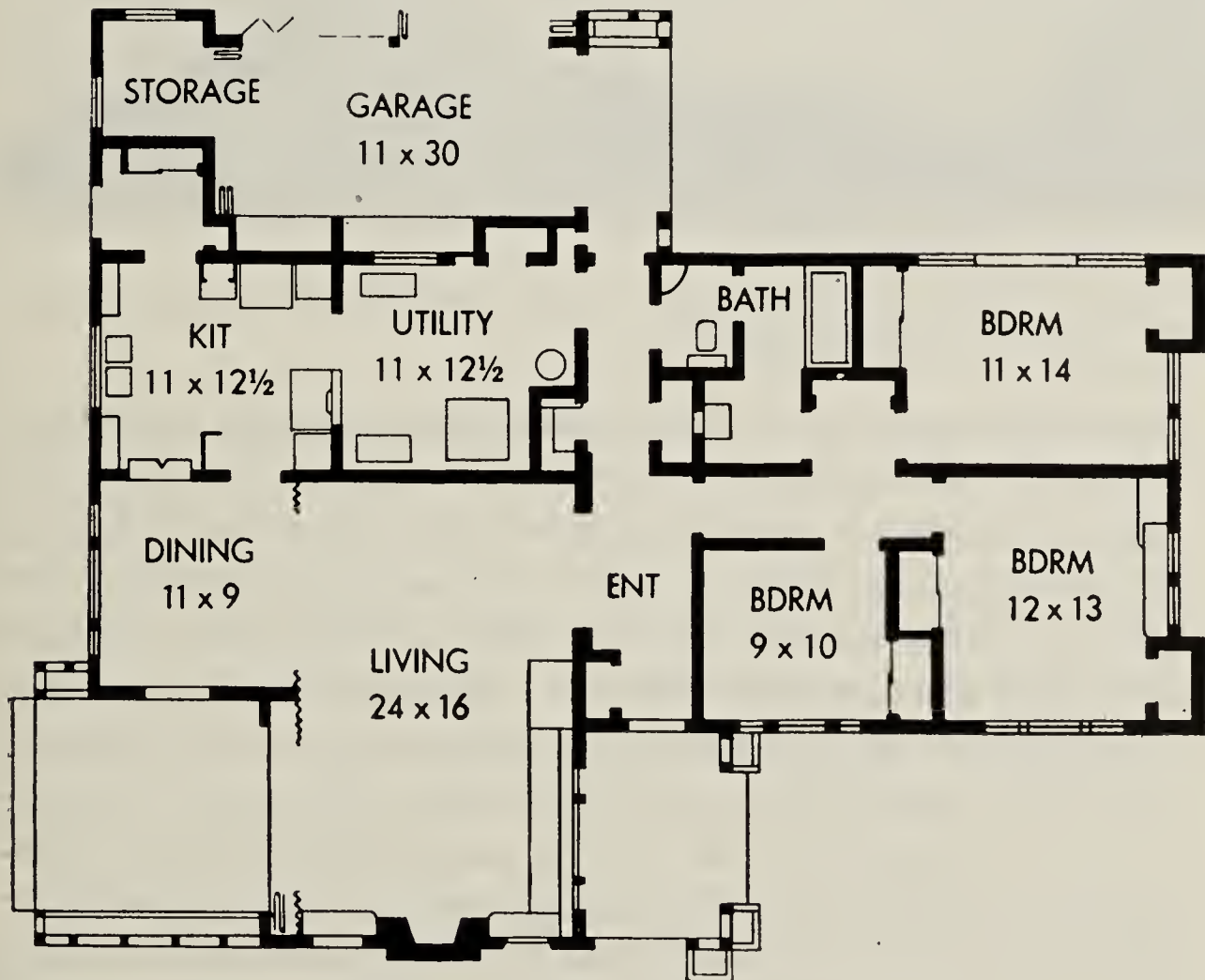
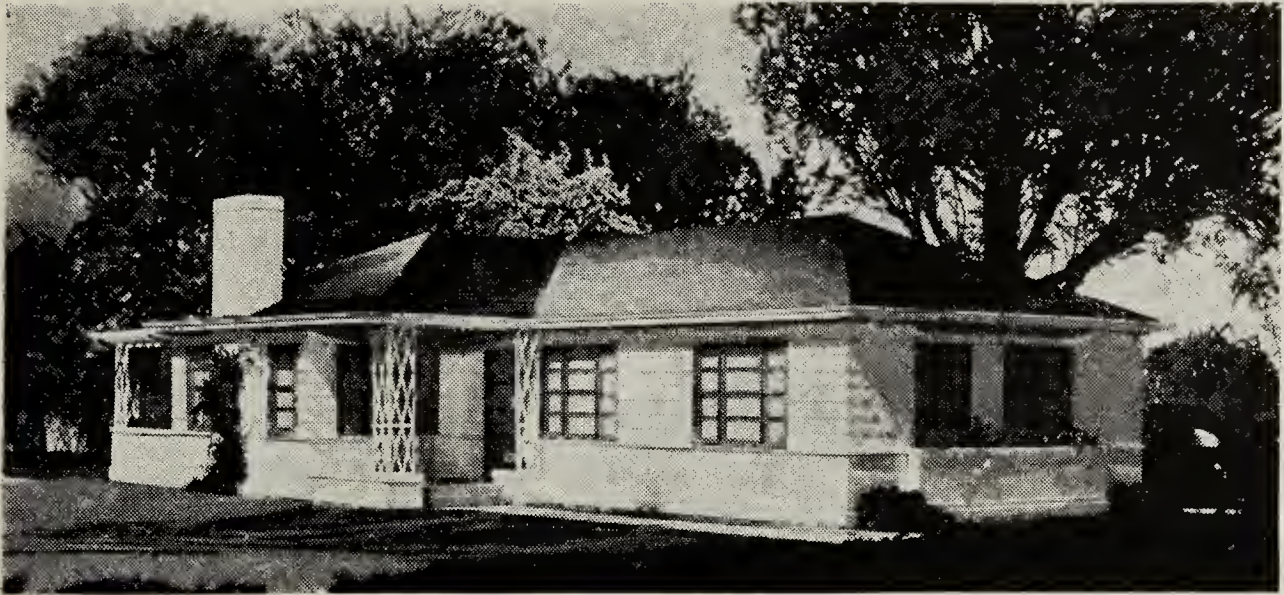
- Toilet supplies

- Reserve supplies of toilet articles

- Medicines, disinfectants, and a first-aid kit

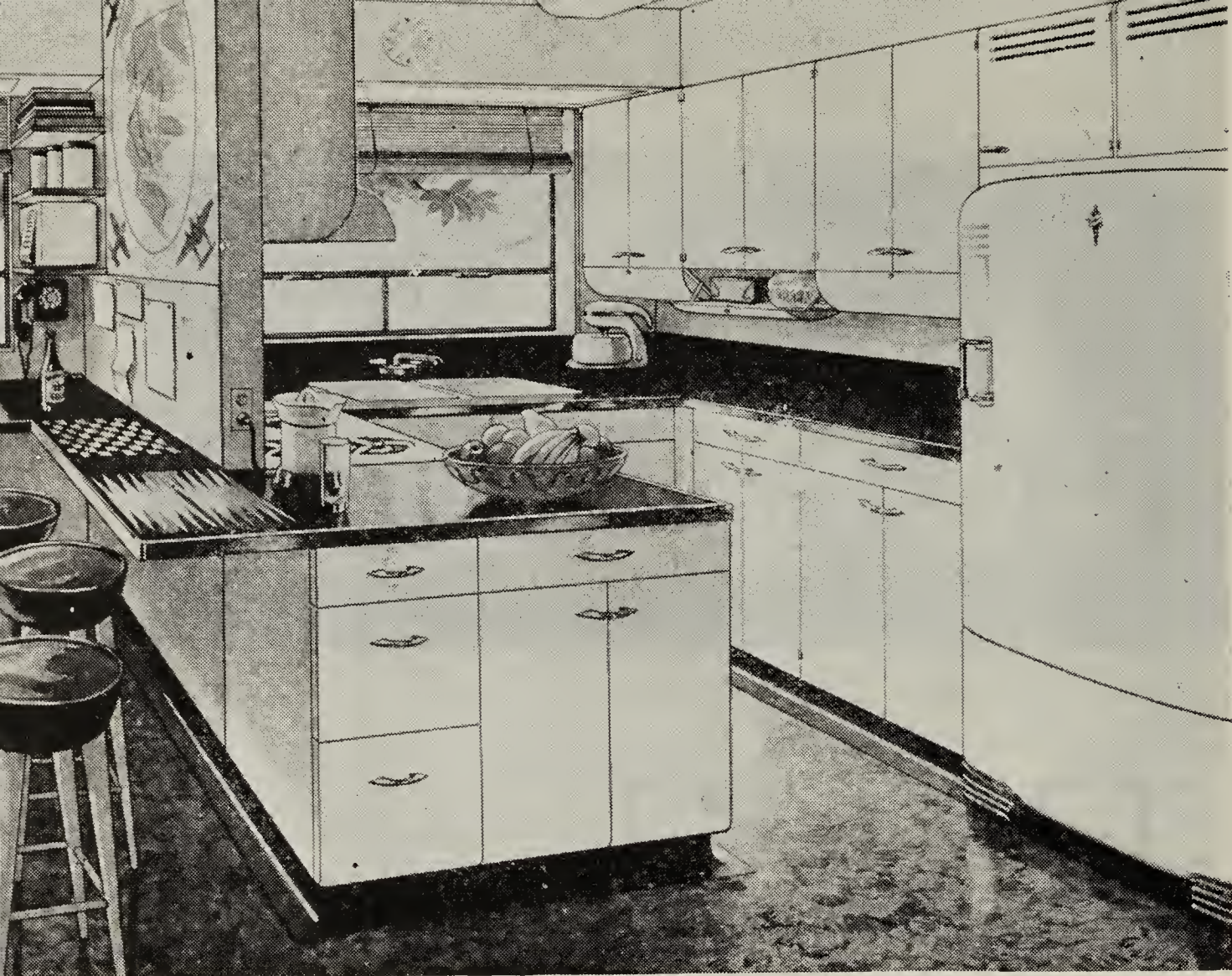
- Cleaning supplies and equipment

The work area includes the kitchen, the laundry, and the sewing room if there is one. The kitchen is said to be the "nerve center" of the house. In it is carried on much of the household production. The homemaker spends most of her time in the work area. It



Better Homes and Gardens Five Star Home No. 1602

As the family continues to grow, more space is needed. This house, as shown by the floor plan, contains ample space to meet the needs of a family with children. The added storage space and the utility center are especially desirable.

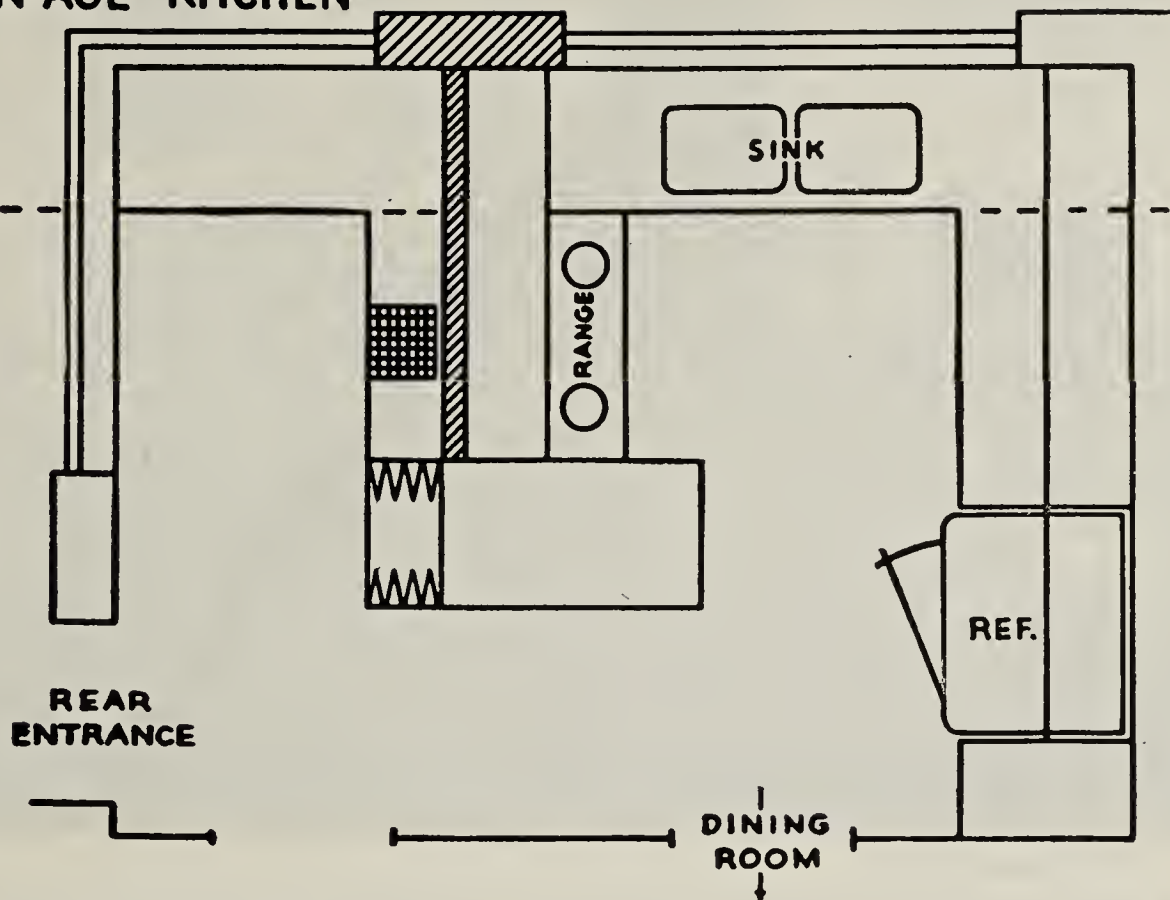


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Modern kitchens provide not only for food preparation but also for "snacking." (See floor plan on page 177.)

should be located so as to receive much light and good ventilation. It should be as cheerful and interesting as possible. Mark Twain's recipe for making a servant happy was this: "Put the kitchen on the front side of the house, so she can see the circus parade go by!" If there is not a servant to receive such consideration, it should certainly be given to the homemaker. Women today demand that the kitchen not only be pleasant and attractive but also efficient, suited to the work that is to be done there. This work includes storing and preparing food, cooking and serving food, and cleaning up afterwards. The chief centers of work then are places where these tasks are done. In most homes the refrigerator, work counter, stove, and sink are the important centers. Each of these may be supplemented by storage for the supplies and utensils needed there. If the relationships between these centers is not wisely planned, inconvenience, waste motion, unnecessary steps, fatigue, and loss of time result. Various relationships between centers have been

"TEEN-AGE" KITCHEN



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This is the floor plan of the kitchen shown on page 176.

found desirable. These include the U-shaped kitchen in which, as the name implies, the work surface is continuous around three sides of the room; the L-shaped which has two walls taken up with continuous work surface; the corridor or two-wall kitchen in which the two long parallel walls are taken up with work surface; and the straight-wall kitchen, common in apartments, in which one long wall is taken up with the work surface. Choice among these types is an individual matter. In any case, the floor plan should save steps by permitting the delivery of groceries into the kitchen and providing for their storage, preparation, cooking, and serving in a direct routing.

Although laundering is necessary in the care of the family and its home, adequate provision is not found for it in every house. The first plans may include a laundry, but when revisions are necessary to bring the cost down, the laundry is usually the first room dropped out of the plan. Then laundering is done either in the kitchen or the basement, under conditions often far from efficient. If adequate provision is to be made for the laundry, a



H. T. Cushman Mfg. Co.

Present-day maple furniture reflects the influence of colonial times.

definite place for it must be set aside and the floor plan carefully arranged. Many are finding a room on the first floor off the kitchen a most satisfactory place for the laundry.

Sewing rooms are usually combined with guest rooms, sun-rooms, or studies. Such combinations make the provision for adequate storage space highly important. Such space should open directly from the sewing room. Space is needed for the machine; the cutting table; a mirror; open shelves for magazines, baskets, and such; a shallow shelf or drawer for thread, small equipment, and patterns; drawer space for scraps, materials, findings, and articles; and a place to hang garments.

The recreation area includes the living room, dining room, library, and "rumpus" room. This area should provide ample space for the social activities of the family and others who come in. It should also provide for the needs of family members for quiet enjoyment of books, music, hobbies, and games. The arrangement of the rooms in the recreation area may be such that they can all be thrown together as one room. However, in such case, provision should also be made for one or more rooms to be closed off from

the others, as with French doors. In this way adequate provision may be made for the varying room needs of the family group. Plans for some houses provide for a “rumpus” room in the basement, on the theory that the noise and confusion of children’s games should be away from the center of family living. Such an arrangement gives more space to be cleaned but lessens the work needed to keep the living room in reasonable order. The plans for the recreation area should provide adequate wall space for the furnishings to be used in the rooms. Not infrequently one sees a room in which the placement of windows and doors has so broken up the wall space that there is no place to hang a picture or set a large piece of furniture. Such planning is highly unsatisfactory. The plan should also be such that the comings and goings of people can take place without disturbing the social life of the family. Unless the entrances to the house are well considered, the family life may be intruded upon by every ring of the doorbell. Not only should the plan afford freedom from such interruptions, but it should also create a center for the social life of the family. The fireplace is perhaps the best means of focus for such a center. Its charm and appeal are so strong that it has been generally accepted as a symbol of the home.

Not all homes are provided with fireplaces, “rumpus” rooms, and libraries. In most cases simpler provision must be made for the recreational area of the home. Some house plans provide for a combination of various rooms included in the recreational area as living room, dining room, and library-living room. Other plans provide for combinations between the recreational and other areas, as kitchen-dining room and study-guest room. Thought should be given in making a plan as to what combination would best meet the needs of the family.

For your thinking and doing

1. Select a house plan that would be suitable for your family. Give reasons for your choice.
2. Select a house plan suitable for a young married couple with a typical income in your town or community.
3. Select a house plan for a family of average income in your town or

community, composed of father; mother; baby, six months old; girl, four years old; and a boy, eleven years old.

4. Judge three house plans in relation to the standards set forth in this problem.

5. List the housing items that you consider essential for a house plan to include.

6. What changes in the plans of your house would make it more desirable as a home?

7. Using the floor plan of your or some other house, note the relationships among the various work centers. Evaluate these and the storage facilities.

Problem 6. **How shall the fundamental equipment of the house be chosen?**

Among the provisions made by our houses, contributing to the comfort and well-being of the family, are the control of temperature; provision of fresh air and sunshine; adequate artificial illumination or lighting; adequate, safe, and sanitary toilet facilities and waste disposal; and other facilities for maintaining a clean house. To a large extent provision to meet these needs is made when a house is built by the installation of fundamental equipment. This includes a furnace and other equipment for controlling the temperature and providing air movement; a lighting system and fixtures; a water system or connection with a city system; a plumbing system and plumbing fixtures; and the interior finishes of walls, floors, and work surfaces.

The heating system should be satisfactory. What constitutes a satisfactory heating plant? How does your heating plant differ from the one in your great-grandmother's home? Perhaps, instead of the stoves or fireplaces used in her day to heat each separate room, your entire house is heated by a furnace usually located in the basement. Such an arrangement, by which the heating of the various rooms of the house is done from one central place, is called a central heating system. Today many houses are heated in this manner. The most common methods of central heating for the house are the hot-air, steam, and hot-water systems. Heating by hot air may be satisfactorily done by either pipe or pipeless furnaces.

Both are merely large stoves, located in a basement, having pipes to carry heated air to the rooms. The pipeless furnace is the less expensive to install, as the heated air is conveyed by one large pipe to a centrally located register which heats the rooms by a circulation of air. However, if a room is shut off, it soon becomes cold because the circulation of the heated air to this room is stopped. Also, the pipeless furnace is suitable only for a small house. Hot-air pipe furnaces operate in a similar manner to the pipeless ones, except that each room has a register that is connected with a pipe.

In certain parts of the United States where the climate is mild, floor furnaces are used with success for heating houses. This type of hot-air furnace is installed in the floor, has no pipes, and burns gas or fuel oil.

Hot-water heating plants are installed in many homes. The mechanism of this system includes pipes to carry the heated water to the various rooms and pipes for its return to the reservoir when cooled. A firebox under the reservoir provides the means of heating the water. Since water when it is warmed expands and becomes less dense, it is pushed up by the cold and more dense water, thus causing circulation through the pipes. The advantages of hot-water heating are that it is clean and that it maintains an even temperature. Steam heat is frequently used in the large or moderately sized house. It is much like a hot-water system, except that it is steam under pressure instead of water that passes through the pipes as the warming medium. Some steam systems operate at pressures below normal atmospheric pressure and are called vacuum systems. The air in houses heated by hot water or steam is often unpleasantly dry.

In many houses the stove or heater is the means for heating—one or more being used, depending upon the type of the stove and the size of the house. Wood, coal, gas, kerosene, gasoline, and electric heaters are now available. The designs of stoves have been so improved that, regardless of the fuel used, the attractiveness of a room need not be diminished by their use. The stove is a less expensive means of heating the house than a furnace.

The fireplace is still an important way of heating. In many localities, particularly in the warmer sections of the United States,



Western Pine Association

A glowing hearth contributes cheer and comfort to family living.

it is the only means provided. Often a fireplace is built in each room. In the colder sections the fireplace is used for decoration and to provide heat on the early fall and late spring days when only a small amount is needed.

Before installing a heating plant, it is well to consult some reliable authority about the advantages and disadvantages of different systems and different fuels. Oil and gas are being used as fuels increasingly in many sections. It is highly desirable, for the small or moderate home, to choose a system that is easy to operate and care for, as well as one that is efficient. Before renting or buying a house, it is advisable to investigate the condition and effectiveness of the furnace and the fuel costs of the previous year. Gas and coal bills are good cost records.

The house should be heated evenly with little difference in temperature being shown between the floor level and five feet above it. In very poorly heated houses the difference in temperature

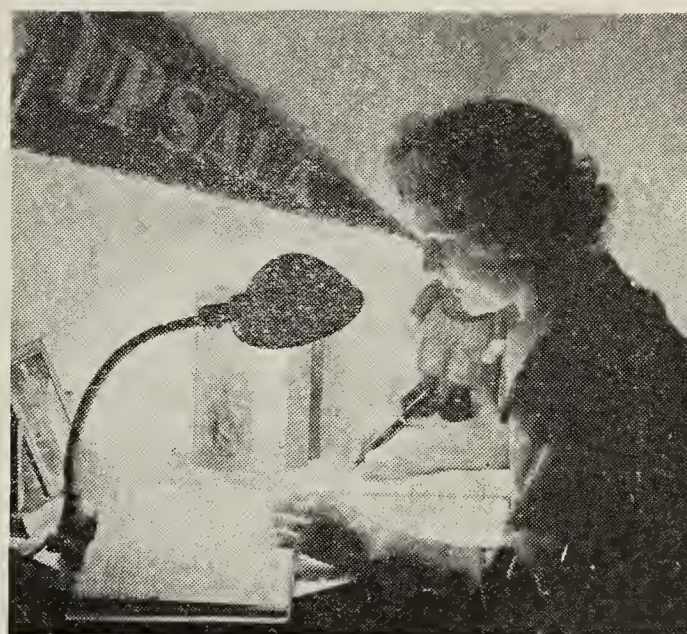
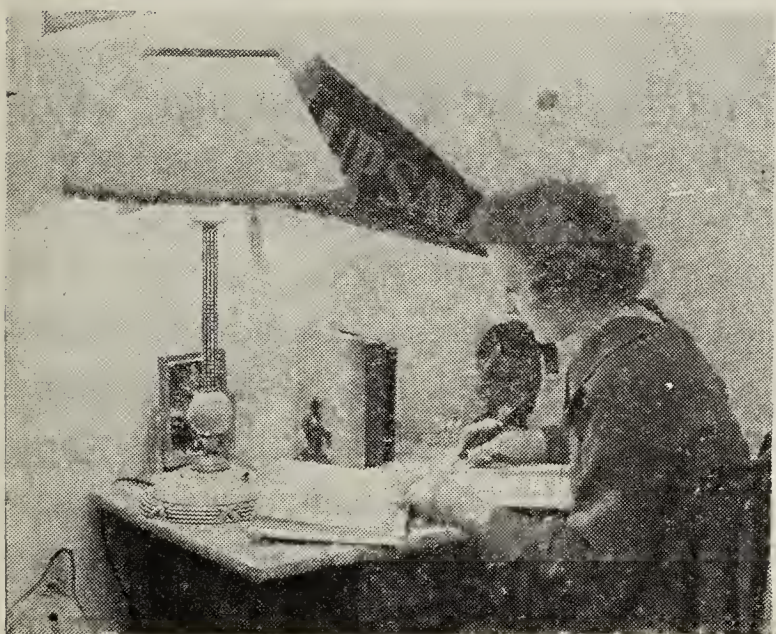
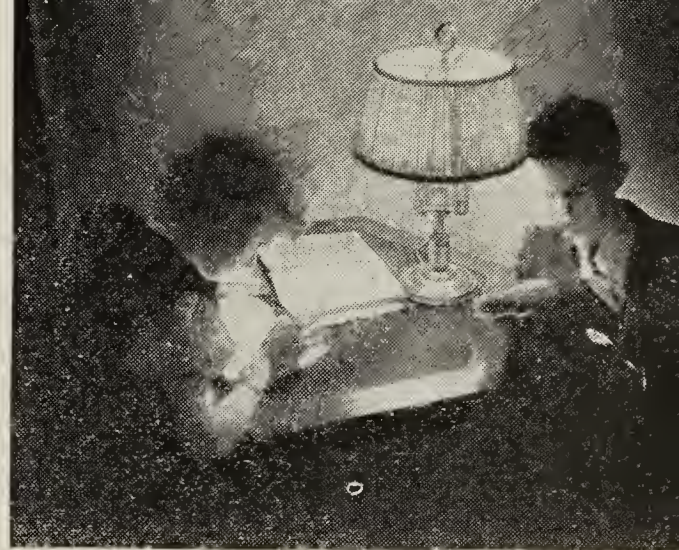
between these two levels may be as much as 30 degrees or more. The heating system should make it also possible to maintain the desired temperature regardless of outside weather conditions. A temperature of 68 degrees is recommended for normal, vigorous persons and a temperature of 70 degrees for old people and young children, if the relative humidity is between 40 to 50 per cent. Provisions which may be made to conserve heat include storm windows, weather stripping, and insulation.

Provision for fresh air and sunshine is important. These are usually considered together because we tend to think of windows as the means of obtaining them. Accepted standards require at least one window to each room. As houses were built in the past, considerable fresh air leaked in, around, and through doors, windows, ceilings, and walls, even when the windows were closed. Today there is a trend toward insulation and better building which lessens this leakage. A supply of fresh air for the winter time is now being made in many houses as one of the provisions of the heating system. The windows which play so large a part in furnishing fresh air in other seasons than winter are the chief source of sunshine in most houses. The windows should be so placed in the rooms as to afford the greatest illumination possible without glares or shadows. According to standards, the area for the window glass for a house in the eastern part of the United States should equal 15 per cent of the floor space, providing walls and ceilings are light in color. In plains and plateau states the window area necessary is less than in the eastern states. This doubtless is due to the greater average brightness of sky in these localities. As you may know, brightness of the sky depends upon latitude, altitude, amount of smoke and dust, and relative humidity, including mists and fogs.

Recent investigations have made possible a further increase in the comfort of dwellings by developing provisions for summer air conditioning. The success of mechanical means introduced in business places and theaters in providing relief from excessive summer heat and lack of air movement has led to the application of these same measures to the home dwelling. Several firms are offering small cooling units and systems suited to the average home. These

efforts have progressed beyond the experimental stage. Doubtless, before many years, homes in certain regions will commonly be equipped with means for heating, cooling, and for humidifying and circulating air.

Lighting systems and fixtures should be carefully chosen. The lighting arrangement of the house should be thoughtfully planned. Poor lighting is unattractive and is injurious to the eyes. Even though one may read with admiration of Abraham Lincoln studying by the flickering firelight, such practice would not be recommended at the present time. Today homes are expected to provide adequate lighting for tasks to be done. It is commonly stated that there are four requirements to be met in lighting: have adequate light for the work to be done; have light without glare; have light without shadows; and have light without contrast. Electricity and gas have made possible desirable lighting systems, even for the house that must provide its own means of illumination. The kerosene lamp has also been greatly improved. Lighting is known as direct, semi-indirect, and indirect. Direct lighting is that which is distributed directly to the surfaces to be illuminated. It is characterized by a higher degree of glare, contrast, and harsh shadows than are the other types. The unshaded kerosene lamp and the electric lighting fixture, the bulb of which is both exposed and clear, are sources of direct lighting. Semi-indirect lighting is that which is distributed chiefly indirectly, but part of whose rays are transmitted directly to the surface to be illuminated. The inverted bowl of frosted glass which hangs from the ceiling, encasing the light bulbs from below, is a familiar example of semi-indirect lighting. Indirect lighting is that which is first directed to the ceiling and then redistributed to the room. The metal urn floor lamp or fixture that affords a high degree of illumination in a room without specific consciousness as to its source is an example of indirect lighting; so is the lamp with the opaque bowl. Both indirect and semi-indirect lighting depend upon the ceiling and walls for reflection. As the lighting becomes more indirect the glare decreases, the contrasts lessen, and the shadows soften. For the general lighting of a room, semi-indirect or indirect lighting is considered the best. This type is used for living rooms and halls. Direct lighting



Westinghouse Electric & Mfg. Co.

From these pictures we can see the ease with which work is done by good lighting (*top and bottom left*) as compared with the ill effects of working by poor light (*top and bottom right*).

is used for bathroom lights, as shaving brackets, for floodlights on the lawn, and sometimes for decorative purposes. Semi-indirect lighting is commonly preferred in dining rooms. The dome light over the table should hang twenty-four inches above the table top. If chandeliers are used, there should be 45 inches between the table and the bottom of the shades.

In the bedroom, semi-indirect lighting is used for general illumination. Direct lighting is helpful as side lights at the mirrors. If side lights are so used, they should be placed at a height of about 66 inches from the floor. If portable lamps are used on the dresser or dressing table for direct lighting, they should be high enough to light the face of a person when standing. Adequate closet lighting adds greatly to the convenience of the house. Direct lighting is

usually desired in the basement and closets, but the light should be placed near the ceiling, and translucent globes should be provided. Attractive fixtures in keeping with the house and its furnishings add much to the appearance of the room. Several well-placed outlets for lamps, vacuum cleaners, and other electrical equipment should be put in when a house is built. An outlet should not be located near a window, nor should it be so placed that its use will bring an unattractive cord into prominence or cause tripping or stumbling.

Adequate plumbing should be included in the plan. The plumbing of a house includes the pipes through which the water is brought in and distributed, the fixtures for its use, and sewer pipes through which the waste water is taken out, together with the fittings and attachments. The places in the house where plumbing and its fixtures are most evident are the kitchen, the bathroom, and the basement—including the laundry and the hot-water heater. However, the choice of good plumbing influences the satisfaction felt with the entire house. Brass pipes, though expensive, are regarded as the best. If funds are too limited to permit their use throughout the house, they should at least be used about the hot-water tank.

Plumbing ordinances require that the water closet be of porcelain. Sinks, lavatories, and tubs are commonly found to be made of either cast iron with glazed enamel surfacing, porcelain-glazed burnt clay, or porcelain. All three grades are now available in various colors. The enameled iron fixture is the cheapest, and the porcelain is the most expensive. There is a wide price range. Monel metal and Allegheny steel are being used for sinks and lavatories, but as yet their prices are such as to place them in the luxury range. Whatever the material from which a sink or lavatory is made, the probable satisfaction is greater if it has been made in one piece. Traps that are easily accessible for cleaning and a general shut-off that can be easily operated should be installed. Individual shut-offs with each water outlet greatly facilitate such repairs as washer renewals at faucets. The fixtures should be of good material, plain, and easily cleaned. A hot-water heater is a convenience that is commonly expected in a house. There are many kinds, of various

degrees of efficiency. The automatic water heater with a copper-lined insulated tank is highly satisfactory.

Consideration should be given to the placement of the plumbing fixtures and equipment. In general, each piece should be located so that its use and care are most convenient. For example, the place and height of the sink largely determine the convenience of the kitchen. The height and place of the lavatory, too, affect the satisfaction in its use. This is particularly noted when children are forced to use a high bowl or tall adults have to bend double to wash. If its location is too near the bathtub or water closet, the splashed water may cause both to present a constant appearance of untidiness. In many homes the comfort and convenience of the family are best served by having two bathrooms with moderately priced equipment, instead of one elaborately equipped.

Interior finishes should add to the charm of the home. Well-finished floors and woodwork are beautiful. Although hardwood takes a more durable and attractive finish, the use of the less expensive woods is often necessary. Whether paint, stain, varnish, or wax is used, the wood finish should be in keeping with the rest of the house and the life of the family. For example, white enameled woodwork is not satisfactory for a family with young children, and highly polished mahogany is out of place in a home of growing boys. The walls may be finished in a dull finish oil paint, in a calcimine tint, or with paper; but whatever the choice of finish, the walls should be a background for the furnishings and for the individuals who live there. Built-in conveniences add to the interest of a house and may well be a part of the interior finish. China closets, window seats, and bookcases built in this way add to the beauty of the home and lessen the furniture expense.

For your thinking and doing

1. What methods are commonly used in heating the houses in your community? Are these methods satisfactory? What suggestions would you offer to improve them? Could such improvements be afforded?

2. Select some house in your community. Does it meet the standard for windows? Do the houses in your community generally meet these standards?

3. What types of lighting are used in your house? How adequate is the lighting there? What is needed to make the lighting adequate?
4. Evaluate the plumbing in your house or some other one.
5. What interior finishes would you recommend for a family with small children? How would your recommendations differ if the children were of high school age? How would they differ for a family of adults?
6. Distinguish between comfort and luxury fundamental equipment.

Problem 7. How do family finances influence the expenditures for furnishings?

The family's finances have an important part in determining the expenditures for furnishings. What is purchased must be done in relation to the money available for this purpose. The family with a \$2000 income attempting to buy a \$500 dining-room suite is indeed foolish. The general rule that all one's furnishings usually should not exceed half of one's annual income—that is, the \$2000 income will provide ultimately for \$1000 worth of furnishings—is a safe guide. Expressed in terms of the house, the furnishings should not exceed more than 25 per cent of the money spent for its cost. The purchase of used furniture is a way of extending the money for furnishings.

A plan for the expenditures for the furnishings is desirable. Such a plan should be based upon the actual use of the various rooms, the activities of the family members, and the satisfactions desired in comfort, convenience, and values of beauty and utility. Such a basis will result in far different selection from that made with custom as the determiner in which “we must have it; everyone does” is the guide.

All furnishings should be considered in the light of their relative utility in the life of the family and their contribution to the design of the room in which they are used. The first step in the plan is listing those items that meet the needs of the family and are essential for comfortable living. The second step is the consideration of the placement of these items in the various rooms of the house or apartment. A simple floor plan, drawn to scale, on which the furniture



Baker Furniture, Inc.

Much of the present-day furniture, often called "period furniture," is styled after that of earlier times.

measurements are applied, aids in a satisfactory decision. In step three the relative furnishing values of these items are divided by means of units. A comfortable easy chair is designated as one unit; a large table, more important than the chair, as two units; and a lounge or davenport as three units. A bookcase is counted as one and one-half units, a magazine rack or end table as a quarter unit, and the rug as one or two units. If the easy chair costs \$50, the cost of the lounge or davenport should not exceed \$150, and the rug should be bought for \$50 to \$100. However, if the budget is so limited as to bring the cost of the chair down as low as \$10, a studio couch at \$30 may be the only type of a lounge possible; and the floor covering, available at \$10 to \$20, may be either a remade large rug, a fiber rug, or two or three small rugs of a conventional type.

Suggested divisions of a furnishing budget of \$250, or 25 units

A COMPARISON OF FURNISHING BUDGETS ¹

Three-Room Apartment			Five-Room Apartment		
	Relative Unit Value	Total Money Cost		Relative Unit Value	Total Money Cost
<i>Living room and dining room</i>			<i>Living room</i>		
1. Easy chair.....	1	\$10.00	1. Easy chair.....	1	\$10.00
2. Easy chair.....	1	10.00	2. Small armchair.....	1	10.00
3. Sofa	3	30.00	3. Small side chair.....	½	5.00
4. Small table (unfinished)	¼	2.50	4. Sofa	3	30.00
5. Large table.....	2	20.00	5. Small table.....	¾	7.50
6. Side chairs (3).....	1½	15.00	6. Writing table (unfinished)	¾	7.50
7. Bookcase (unfinished).....	1½	15.00	7. Hanging bookshelf.....	¾	7.50
8. Rug	1	10.00	8. Rug—6' x 9'.....	1	10.00
9. Curtains (two windows).....	½	5.00	9. Curtains (two windows).....	½	5.00
<i>Bedroom</i>			<i>Dining room</i>		
1. Double bed.....	1	\$10.00	1. Table (oval)	2	\$20.00
2. Springs and mattress.....	2½	25.00	2. Side chairs (4).....	2	20.00
3. Chest of drawers (unfinished)	1	10.00	3. Small corner cupboards (2)	3	30.00
4. Curtains (two windows)	1	10.00	4. Curtains (one window).....	½	5.00
5. Rugs	¾	7.50	5. Rug—6' x 9'.....	1	10.00
6. Mirror	¾	7.50	<i>Family bedroom</i>		
7. Side chair (unfinished).....	¼	2.50	1. Double bed.....	1	\$10.00
<i>Kitchen</i>			2. Spring, mattress, and pillows	2½	25.00
1. Kitchen equipment.....	1	\$10.00	3. Bureau (unfinished)	1½	15.00
2. Glass and china.....	1	10.00	4. Side chairs (2).....	1	10.00
3. Linen (complete apartment)	1	10.00	5. Rug—3' x 6'.....	½	5.00
<i>Accessories</i>			6. Curtains (two windows).....	½	5.00
1. Lamps (2)	½	\$ 5.00	7. Mirror	½	5.00
2. Pillows	½	5.00	<i>Bedroom No. 2</i>		
3. Vases and pictures.....	1	10.00	1. Single beds (2).....	1	\$10.00
4. Blankets	1	10.00	2. Springs and mattresses (2)	3	30.00
Total (25 Units at \$10.00)		\$250.00	3. Bureau	1½	15.00
			4. Side chairs (2).....	1	10.00
			5. Rug—3' x 6'.....	½	5.00
			6. Curtains (two windows).....	¼	2.50
			7. Mirror	½	5.00
			<i>Kitchen</i>		
			1. Table and chair.....	¾	\$ 7.50
			<i>Accessories</i>		
			1. Glass and china.....	2	\$20.00
			2. Linen	3	30.00
			3. Blankets	4	40.00
			4. Lamps (4).....	1	10.00
			5. Pillows for sofa.....	½	5.00
			6. Vases and pictures.....	¾	7.50
			Total (45 Units at \$10.00)		\$450.00

¹ Adapted from "A New System of Budgeting," *House Beautiful* magazine.

for a three-room apartment, and a budget of \$450, or 45 units for a five-room apartment, are given in the table on page 190.

At the prices listed for most articles only used furniture or unfinished furniture could be purchased.

These figures are for apartment dwellers, with ranges or stoves, refrigerators, and many built-in features anticipated. If the figures were for houses, certain essential items that do not appear at all would require expenditures so that the furnishings of the living room and dining room would be reduced.

A long-time plan for furnishings is also helpful. Few newly established families have the means to furnish their homes completely. The fact that the furnishings are acquired gradually in no way prevents harmony in the completed whole if one has made a plan in advance. Thought and care can insure this requisite. Good quality and durability should be sought when making these purchases. It is suggested that a bride and groom should have not less than \$400 for furnishings if they are to furnish even a simple house, or possibly \$250 to \$300, if they are to furnish a three-room apartment, such as has already been described. If their plan for furnishings included not only their initial expenditures but also what they hoped to obtain during each of the next five years, the possibilities of creating an artistically satisfying home would be greatly increased.

Possibly the plans for the next years might be as follows:

Second year: Chest of drawers for living room or dining room and for bedroom.

Third year: Rug for living room to replace fiber rug.

Fourth year: Davenport for living room, freeing studio couch for a second bedroom in a larger apartment or house.

Fifth year: Dining-room pieces—tables, chairs, and chest or lowboy.

The cost of the proposed annual expenditure would be in the price range of \$100 to \$200 depending on whether new or used articles are selected. If the income is too small to permit such expenditure, the number of items purchased will need to be re-

duced and the length of time for fully furnishing the house extended.

It has been commonly noted that the average family in furnishing a room tends to spend 67 to 73 per cent for furniture, 12 to 22 per cent for rugs, 3 to 6 per cent for draperies, and 10 to 17 per cent for accessories, including lamps. In general, the living room requires half of the furnishings budget.

A definite amount of money should be set aside each month for replacement and repair of furnishings. If this is done, the matter can be cared for without inconvenience to the family. Often families forget to provide in their budgets for renewal of furnishings. Instead of setting aside a sum regularly, they wait until all of the furnishings become shabby or worn out. Then a large amount is necessary for replacement, for which no provision has been made. A general plan for the replacement and repair should be made and followed. Household linens, curtains, dishes, rugs, and furniture should be replaced at different times so as not to bring too great a strain on the income at any one time. Repairs are best made while only simple ones are required.

For your thinking and doing

1. How much does your family spend yearly for house furnishings? How does this compare with other expenditures for the upkeep of a car? For the upkeep of the house?

2. A young couple, just married, has \$150 to spend for all house furnishings. How would you plan their expenditures if they were living in your community?

3. Estimate the money value of your family's house furnishings. How does this compare with the recommended percentage for investment in furnishings?

4. Estimate the money value of the furnishings of your room. What relation does it bear to that of the family's house furnishings? Is it a just or fair proportion?

5. List ways in which furnishings can be made to give maximum return for the money expended. Cite examples that you know.

6. Anne and Jack are planning to be married in a year. Jack is the assistant manager of the XY chain grocery store in a town of 1000. His salary is \$100 per month. How much money should they have saved



Good Housekeeping Studio

The charm of modern furniture is its simplicity of line and its usability. Often described as "purely functional in character," it makes an unobtrusive background for modern living.

for house furnishings? How would you suggest that they plan their use of the money?

Problem 8. How shall we choose the furnishings for our house?

Furniture, curtains, draperies, and floor coverings are called furnishings. Through these the personal and "homey" touch is given to the house. Have you ever been in a home that had costly furnishings, but failed to give any feeling of rest and quiet? Perhaps you know of another home that seems to have hangings, furniture, and all other necessary furnishings, but lacks interest and life. You feel much as if you were in a furniture store display room. In the first home, your ideas of harmony were violated in either the choice or arrangement of the furnishings, or both. In the second home, there was no expression of family interests or ideals. Only by expressing family interests and ideals in a harmonious design can the furnishing of the home be truly satisfying. If the home is to be made an expression of harmonious family life, a plan for its furnishing should be made. Important in such a plan are funds to be spent, suitability, utility, comfort of the furnishings, and the personality of the family.

The suitability of the furnishings should be considered. Furnishings are regarded as suitable if they meet family needs, if they are in keeping with the house which serves as their architectural background, and if a satisfying unity exists among them. If a colonial house is the background, the choice of furnishings must be made from those woods and fabrics and in those styles that characterized colonial days. The size of furniture, as well as its style, affects its suitability. A large overstuffed davenport and matching chairs that might be suitable for a large room seem to fill the living room in a small apartment to overflowing. The furnishings should also be suitable for the family life which they are to serve.

Choice of furniture requires thought. Many styles and types of furniture are on the market today. Some of the woods are pine, beech, oak, walnut, maple, mahogany, and red gum, all differing in quality and durability. The choice is further complicated by the problem of selecting either solid wood or veneered furniture.

Nor is this all, as solid wood of inferior order is often stained to imitate the grain and color of better woods. Solid wood furniture is usually more expensive than similar pieces in veneer. However, solid wood does not change its appearance with wear and can be satisfactorily finished. Veneered furniture is made from decorative face materials applied over a substantial inner structure, sometimes of five-ply, sometimes of three, each ply, or layer, being glued to that next to it. Usually veneered furniture is relatively light, and the character of its manufacture makes it possible for certain effects to be gained which could not be produced otherwise. Unless the veneer is of a high quality, it is most unsatisfactory, and even the better qualities tend to warp and chip under the warm, dry air conditions that prevail in American homes. Much of the furniture today is veneered.

In choosing furniture, remember that strong, well-made pieces are the best. It is suggested that by turning chairs upside down and pulling drawers out of chests or cabinets, the quality of the construction may be seen. Joints should be either doweled or of mortise-and-tenon construction. The dowel is a wooden peg with spiral or longitudinal grooves, or both, used to join two pieces of wood together. The peg, swabbed with glue, is inserted in the openings, also glue-swabbed, which have been drilled to its exact size. Steel dowels are not satisfactory. The tenon is a rectangular projection left after the wood has been cut away, shaping it. The mortise is a hole the size of a tenon. In making a joint, both are swabbed with glue and the tenon is inserted in the mortise. Beware of joints that are merely glued. Furniture that appears to be tacked together should be avoided. Corner blocks are found in all well-made furniture as a reinforcement of dowel and mortise-and-tenon joints. These are triangular blocks of wood, so cut that their grain runs diagonally to that of the wood they reinforce. They should be notched to fit the joint and attached with screws. Drawers should pull out smoothly without being loose. The framework that holds them should be secure. Snug-fitting dovetail joints at the corners of the drawers are indications of good workmanship. The bottom of the drawer should be set into the sides and reinforced there with small wooden pieces.

The selection of satisfactory upholstered furniture presents more problems than does that of other types. The fabric that covers an upholstered chair may be standard for color, texture, and durability, and yet little may be known of the probable comfort and durability of the chair itself because the construction is so completely hidden. Important in this hidden construction are the frames, the basis of the springs, the springs, and the stuffing. Ash, birch, hard maple, and elm are satisfactory woods for frames. Pine and poplar are less desirable. Frames should be well constructed, not merely nailed together. As a basis for the springs, fabric webbing, steel webbing, and slats are all used, but fabric webbing is preferred. The coiled springs are made of tempered, enameled steel wire, fastened firmly to the webbing and also tied at the top and from side to side with strong twine that is fastened to the frame. Burlap is placed over the springs. Stuffing is placed on top of this. Hair, moss, kapok, tow cotton, and excelsior are all widely used. The first three are regarded as the most satisfactory. The kind of stuffing used and whether it is new or old material reworked should be shown on the label. Here, perhaps more than any other place in furniture selection, one desires the guarantee of a reliable firm that the materials are sanitary and the construction sound. Frequently the cushions are formed of springs encased in muslin pockets, padded over with layers of stuffing. The quality of material used from the webbing to the upholstery and the method of construction are important in determining the durability of a chair or sofa and the satisfaction that may be had from it. The furniture trade has recently adopted honest descriptive labels concerning construction of furniture, but they are not in use everywhere.

In the choice of furniture, comfort should be a major consideration. Some tests for comfort are these:

Furniture constructed to meet the requirements of a man or woman 5 feet 8 inches tall, will be found comfortable by a majority of people.

The bed should be long enough to accommodate adequately the person who will use it.

A chair, whether dining room, boudoir, kitchen, or occasional, will be comfortable if the seat is as high as the human leg from the knee to the floor. If higher, the legs will dangle or the person must sit too far forward in the chair. Eighteen inches has been accepted as proper height for the seat of a chair.

The depth of chair seats from front to rear is also important. Nineteen inches has been found best suited to the average person, although a cushioned easy chair can be 24 inches without discomfort. A slight downward slant from front to back adds to the comfort of a chair. At the back of the chair, support and slant are needed. The slant of the back should depend upon the slant of the seat. A rake of 4 inches gives little tendency to slide.

The top slat of the back of the chair should be 17 to 19 inches wide. The principles of chair measurements apply as well to all seats, such as divans and sofas.

A desk top on which writing is done is usually 30 to 31 inches from the floor.

If furniture comes too close to the floor, less than 6 inches, it tends to be a dust collector and makes cleaning difficult.¹

The furnishings should have a high use-value. They should be bought with the needs of the family in mind. A piano may have little place in a home where no one plays or cares to learn, and yet may be most necessary in another home where there is a family orchestra. Frail furniture has small utility in a home whose family members are bulky and large framed. The occupation of the wage earners in the family also has an important bearing on the probable use-value of the furnishings.

The furniture already owned by the family has much to do with the selection of new pieces. Only such articles as will fit in with the rest of the furniture should be chosen. There are several types which fit in well in most places, and selection should be made from these. Windsor chairs, colonial rockers, and some modern chairs are good examples.

Personal taste enters into the selection. Some people prefer one

¹ From *Furniture, Its Selection and Use*, National Committee on Wood Utilization, U. S. Dept. of Commerce, Washington, D. C.



Topeka, Kansas, High School

The choice of draperies is often determined by a favorite picture that dominates the room.

wood or style to another. Period-style furniture is popular, as is modern furniture. Each has its advantages and appropriate uses. Oak furniture is durable and easily cared for, and polished mahogany requires much attention. When the family includes small children, it is unwise to buy expensive furniture that requires much care. It is better to buy a type that will not be marred by finger prints and that will withstand hard use so that the entire family can enjoy it.

Curtains and draperies should be in keeping with the other furnishings. It is unnecessary to spend a large amount for window furnishings. Pretty cotton and rayon materials are now available in beautiful patterns and weaves. Among those used as glass curtains are marquissettes, voiles, nets, scrims, and Swiss. Pongee is also common. Among those used as draperies are rayon brocades, hand-blocked cottons, and printed cretonnes and chintzes. It is as easy to select those that are suitable for a small house as for a large one. In either case, planning is necessary to carry out a desired color

scheme. Curtains should furnish privacy and not exclude the light. Draperies should add to the attractiveness of the room and should be of a fabric and design that the family will not find tiring. Curtains and draperies that will withstand frequent launderings and cleanings are practical and desirable for the average home.

Floor coverings should be chosen with care. They are a background for the furniture and should be selected with this in mind. Floor coverings which are generally used are rag, Wilton, Axminster, and velvet rugs. There are several grades in each type. Wilton rugs usually are figured, having two or more colors in the pattern. For each color in the pattern, there is a yarn that is thrown up in the weaving to make the surface of the rug. When the color is not desired on the surface, it is woven into the body of the rug, increasing its thickness and toughness. Wiltons usually have a short pile, as the surface formed by the many little tufts of wool held in the cotton foundation is termed.

Axminster rugs are usually somewhat more popular. Little of the wool thread is held in the back of the rug. The wool is almost all on the surface. Many colors may be used in the pattern. The lower priced Axminster rugs have heavy ridged backs, and cannot be rolled crosswise. Velvet rugs are commonly of solid color, with most of the wool thrown up in a short pile. Interestingly enough, you can get durable rugs in any of these weaves.

The quality of a rug depends upon the amount of wool in it and its construction. A durable rug is firmly woven, with no extra sizing or filling in it. The little tufts that make up the pile are closely spaced so no gaps appear when the rug is bent between two rows of pile. The pile should be smooth and soft and have spring and sturdiness. Some families prefer several small rugs to one large rug; others like to use carpets. With an efficient vacuum cleaner, it is possible to use carpets and still have the cleaning satisfactorily done. Wilton rugs are the most expensive, but also wear the best. Better service and more satisfaction in their use are secured from rugs and carpets when they are laid over a lining or pad. Felted materials are used for this purpose.

Linoleum is extensively used in kitchens, laundries, bathrooms, halls, and other places needing an easily cleaned, shock-absorbing,

waterproof finish for the floor. It is a manufactured floor covering, with burlap as the base to which the surface is applied. Linoleum may be bought in many attractive designs and in a variety of colors. The two main classes of linoleum are inlaid and printed, of which the inlaid is both the more durable and the more expensive. Felt-base floor coverings, patterned like linoleum, are widely used. They are much less expensive and much less durable than a good grade of linoleum.

Color is an important consideration in the choice of furnishings. Most of us have several colors in each of our rooms. The woodwork may be brown or cream; the rugs green, taupe, or blue; the walls tan or gray; books blue or red; and calendulas, in orange splendor, or modest violets may complete our plan. We all have color. Perhaps a dominant color is suggested—such as brown and tan with orange accents—brown furniture and woodwork, tan walls, and nasturtiums in a copper bowl. This is a series of oranges. A contrasting note of green or blue in curtains or upholstery will keep such a room from being monotonous from sameness.

A room should be dark enough to look substantial, dignified, and permanent, and yet be light enough to be cheerful and clean in effect. To a certain extent middle values are what we seek. We are told to keep a design reasonably stable with darks, but above all to spot the lights and darks through the design so there will be unity. If there is something light at the left side, balance it by putting a light object at the right side. Some of the light objects should be above and some below. Different sizes, shapes, and numbers should be used. The design thus has rhythm, leading the eye through all the parts, making all necessary for balance and unity.

If a chair is rather light, then it is balanced by something light, as, for example, light curtains or several small light objects, such as books or flower bowls.

What colors shall be *bright* and what ones *dull*? It seems reasonable to decide that a strong color in a design is used in the smallest area and the dull in the largest.

Two methods of combining colors are used effectively: first, harmonies of like colors—such as browns, tans, and oranges, an example of a blend of many oranges (brown and tan are neutral or



Dunbar Furniture Mfg. Co.

Furniture gives personality to a room.

dulled oranges); second, harmonies of unlike colors—such as orange with blue.

Successful choice of colors and skillful ways and means of combining them influence greatly our satisfaction in living in our homes. We want the effect to be right for our families, not necessarily for museums. Yet to obtain the effects we desire, we may need to learn much from books, magazines, and museums. Learning about color, line, and form will help us to make our homes attractive and individual.

The arrangement of the furniture contributes to the pleasing atmosphere of the home. To a certain extent the arrangement may be planned, even as the furniture is selected. “I want a rose-colored wing chair to put by the fireplace”; or “I want a small low bookcase to put under the west window” are some familiar statements of planning in some form or another. Perhaps what we want is to

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From the William Rockhill Nelson Collection

From beautiful museum pieces we may get ideas for the shapes, colors, and forms to look for when we buy decorative objects for the home.

in design should be used. A lovely bowl or vase may add a needed touch of beauty to a room. Artistic candlesticks or boxes of brass may introduce a bit of Old World interest and charm. A yellowed sampler of other days or a quaint footstool suggests the home life of other generations of the family. If these articles are good in design, they enrich the interest of the room. Ugly things—whether new and faddish, such as a vulgar character doll, or old and revered, such as an enlarged photograph of a forgotten ancestor—never add to the charm of a room. The second point is that there should be only a limited number even of good objects in the room. The practice of cluttering the piano, mantel, or dresser with many vases, statuettes, and other objects is to be discouraged. The third point is that, in general, a well-chosen decorative object serves a purpose of utility. It is

useful and, hence, needed. The purpose may be to hold flowers or matches; it may be to repeat a bit of color or accent a point of interest. Wise and thoughtful selection of these articles then adds to the comfort of the home, increases its beauty, contributes to its personality, and serves as a means of self-expression for the family members. It is easy to forget that the decorative objects should serve a purpose and to increase the number in any room above the point indicated by good taste. Knickknacks and bric-a-brac add much care and little satisfaction.

The list of possible decorative objects is long. Included in it are objects that are large and small, sturdy and fragile, elegant and quaint. The wide difference in the articles so classed will be seen as you consider the following:

Andirons and other fireplace equipment	Hangings
Baskets	Hardware
Book ends	Lamps
Books, magazines, papers	Linens
Boxes	Mantel ornaments
Candlesticks and candles	Metal objects
China	Mirrors
Clocks	Pictures
Curtains	Plants
Cushions	Porcelains
Desk fittings	Portieres
Doorstops	Pottery
Dressing-table fittings	Radios
Fabrics and ornamental motifs	Runners and mats
Fire screens	Screens
Fixtures for lighting and heat	Silver
Flowers	Slip covers
Footstools	Small sculpture
Glass	Smoking accessories
	Tea services

Suggestions that may be helpful in selecting and arranging the decorative objects follow:

1. Decorative objects are used to echo or repeat shapes, colors, and textures, thus adding to the sense of unity in the room. Hence, there must be similarity with some contrast.

2. Decorative objects may be small, so some of them may be selected in unusual shapes or textures and in strong colors. However, if they are too startling, they will not produce rhythm by echoing and repeating the shapes and lines common to the room. Rather they will halt the eye and challenge the attention again and again as if by a series of shocks.



From the William Rockhill Nelson Collection

Modern figurines add character and interest to a room. This piece, done by Wallace Rosenbauer, is called "Andante Cantabile."

3. Decorative objects should be suited to the home in which they will be used. Large, impressive objects belong to the elegant home; small, quaint objects to the simple home.

4. Practice in selecting and combining decorative objects believed to be suitable in a given room and good in proportion, pattern, color, or texture, develops skill in producing beautiful, satisfying results.¹

Pictures should be chosen to enrich home life. In most homes they are the chief decorative objects in the plan for beautifying the interior of the house, adding interest, and cre-

ating an atmosphere of cheer and charm. They should fit in with the other furnishings and give joy and pleasure to the family members. Pictures for the living room, dining room, and other rooms shared by all should have a common interest for all family members. If they are chosen to give pleasure, there are certain types that are eliminated without question—the sad, the grotesque, and the tragic, along with the trivial, the comic, and the silly. Some pictures that would not fall under any of these types are still unsatisfactory to live with because they portray marked activity and thus convey a sense of restlessness. Pictures of a personal nature may be hung in the bedroom or den. Here, nicely framed photographs of favorite scenes or of friends and family are in order. Landscape pictures are so general in interest that many people of widely different backgrounds find abiding satisfaction in the same scene. "Spring," by Corot, "Georgia Pines," by Inness, and "The Silence of the Night," by Wendt, tell their silent story

¹ Maria Morris, *When It's Time to Make a Home*, Division of Home Economics, Kansas State College Bulletin 13.

in many homes. Whistler's picture of his mother—"A Study in Black and White," Reynolds' "The Age of Innocence," and Sully's "Torn Hat" catch and hold the interest of all because of their symbolic significance. In a like manner all respond to the mystic beauty of the "Golden Stair," by Burne-Jones, "Sir Galahad," by Watts, and "Caritas," by Thayer. There are many classes of pictures from which to choose, but the most desirable ones are those that have a permanent appeal and which grow in attractiveness as you come to know them. Daily association with a few good pictures develops a real love for beauty. Children are fortunate to have this kind of education in the home.

If you were to sum up what you find important and appealing in a picture, you might find that first in your statement would be the underlying mood and statement of a picture. To this you might add expressive line, interesting arrangement of pleasing color, beautiful design, and a worth-while story well told. In medieval days the story was most important to people because they did not commonly know how to read. They had no means other than pictures and the songs of minstrels to satisfy their desire to see and hear of other places and things. Today one or more of the other characteristics may seem of greater importance to us than does the story the picture conveys.

A picture may be produced in oil, water color, prints, photographs, etchings, or engravings. Most people find they have a preference for one medium or another. Too many different kinds of pictures, as well as too many pictures, tend to destroy the peace of a room.

The hanging of pictures requires much thought. The color scheme of the room must be considered. If the wall covering is soft ivory, warm cream, light tan, or light gray, it will serve as a good background for pictures with color. If the wall covering has much design and color, it is almost impossible to hang a picture successfully. If the room has much color and little pattern, a drawing or etching will supply interest and contribute to the room through the echo of line and form without adding further color. Attention must be given to the wall space where the picture is to be hung. A relationship should exist between the shape of the wall space and

the shape of the picture hung thereon. If the wall space is long and narrow, a picture that is long and narrow seems to fit there best. Pictures should be placed with due regard to the furniture grouping. A large picture seems to require a fairly massive piece of furniture to balance it. If several small pictures are to be used, a pleasing effect may be gained by grouping them together so they appear as a collection. The frame should enhance the beauty of the picture and should be in proportion to its size and in harmony with its coloring, line, and composition. The frame should serve to relate the picture to the wall and to the room. The frame should be as dark as the middle tone of the picture. The mechanics of picture hanging should be so handled that the beauty of the picture is not detracted from. Wires causing inharmonious angles, gold cords, and tassels should be avoided. Desirable methods of hanging pictures are to use vertical wires or the invisible or blind type of support by which no wires show. The pictures should be hung so they will be easily viewed, whether a person is sitting or standing. The placing of a picture so that its center is approximately 5 feet 3 inches from the floor is found satisfactory for the average person.

For your thinking and doing

1. Name and describe three pictures that would be suitable for a living room; a dining room; a bedroom.
2. Name and describe three decorative objects, other than pictures, that would be suitable for a living room; a dining room; a bedroom.
3. Give examples of decorative objects used to echo or repeat color, line, shape, and texture.
4. Give examples of decorative objects used for accent.
5. Evaluate decorative objects and decide where each desirable one might be used effectively.
6. To what extent is the picture placement and hanging correct in several homes you know? What are common failings? What use is made of grouping of pictures?

Problem 10. How shall equipment for the home be chosen?

There are certain tools in every home that the homemaker must have to do her work. There are other tools that often would be

A PURCHASING GUIDE FOR THE BRIDE

At kitchen cabinet or work counter

- | | |
|---|---|
| 1 apple corer | 1 case knife |
| 1 biscuit cutter | 1 casserole, 1 qt. |
| 1 breadbox | 1 chopping bowl and knife |
| 1 breadboard | 1 colander |
| 1 bread knife | 1 cooky sheet |
| 1 cakebox | 1 corkscrew and bottle opener |
| 1 can opener | 6 custard cups |
| 1 dishpan, 12 qts. | 1 set of muffin pans, 6 or 8 in a set |
| 1 Dover egg beater | 1 set storage jars |
| 1 flour sifter | 1 shears, 8" |
| 1 fork, two tines, 4" | 1 slicing knife, 9" blade |
| 1 fork, two tines, 6" | 1 spatula, 7" blade |
| 1 garbage can | 2 straight-sided, covered vegetable
pans, 3½ qts. each |
| 1 grater | 2 tablespoons |
| 1 knife sharpener | 2 teaspoons |
| 1 lemon squeezer, glass, wide
juice-rim with lip | 1 utility plate, 12" diameter |
| 2 measuring cups, glass and tin | 1 vegetable brush |
| 3 mixing bowls, nested; 1 pt., 1
qt., and 2 qts. | 1 wire egg beater |
| 1 plate scraper | 1 wire strainer |
| 1 quart measure | 1 wooden spoon, 10" |
| 1 set measuring spoons | 1 workboard for mincing, etc.,
12" by 8" |

Storage cabinet

- | | |
|----------------------------------|------------------------------|
| 1 kettle with cover, 6 or 8 qts. | 1 oblong cake pan, 10" by 5" |
| 1 cooky sheet, 12" by 12" | 2 pie plates, 10" |
| 1 food chopper | 1 roasting pan, 15" by 10" |
| 1 griddle, 10" | 1 rolling pin |
| 2 layer cake pans, 9" | 2 wire cake cookers |

Near or at range

- | | |
|---------------------------|-----------------------|
| 1 basting spoon | 1 frying pan |
| 1 coffee-making appliance | 1 kettle, 3 or 4 qts. |
| 1 double boiler, 1½ qts. | 1 ladle |

- | | |
|--------------------|-------------------------------|
| 2 lipped saucepans | 1 set salt and pepper shakers |
| 1 oven thermometer | 1 teapot |
| 1 potato masher | 1 toaster |

At sink

- | | |
|-----------------|---------------|
| 1 funnel | 1 soap dish |
| 1 paring knife | 1 soap shaker |
| 1 sink strainer | 1 towel rack |

For refrigerator

- | | |
|---------------------------|-------------------------------------|
| 1 butter jar | 3 refrigerator dishes for leftovers |
| 1 ice pick (if an icebox) | |

Optional equipment

- | | |
|---|-----------------------|
| 1 deep-fat frying kettle with basket to fit | Household scales |
| 1 doughnut cutter | 1 ice cream freezer |
| 1 grapefruit knife | 1 or more jelly molds |
| 1 heavy ice bag | 1 tube cake pan |
| | 1 wooden mallet |

Household tools

- | | |
|-----------------|----------------|
| 1 hack saw | 1 pair pliers |
| 1 hammer | 1 saw |
| 1 monkey wrench | 1 screw driver |

Large equipment includes such articles as a stove, often called a range, refrigerator, washing machine, ironer, sewing machine, vacuum cleaner, and electric mixer.

The choice of equipment is affected by its cost. The average home in a community served by electricity has an electric iron, a toaster, and in many cases a washing machine. This list would be much longer if cost were not a factor. How often have you heard your mother express a desire for a certain piece of equipment, saying in the same breath, "But we can't afford it"! In general, the cost of an article is interpreted to mean its purchase price. Quite as important as the initial cost are the upkeep and the maintenance costs. Before any large piece of equipment is bought, data on the yearly costs of operation and repairs should be ob-



Manning, Bowman & Co.

The iron and toaster are, of course, the indispensable electrical pieces for household use today. The coffee-maker and waffle iron are also widely used.

tained; and the choice should be determined by measuring the original cost and the operation cost against the amount of use the family can obtain from the object. If it is not possible to purchase the entire list of equipment, buy the items most needed and then obtain the others as their purchase is possible. A yearly plan for the purchase of new equipment, repair of that owned, and replacement of that worn out is helpful in maintaining tools in good working condition.

The choice of equipment should be made on the basis of efficiency. What do we mean by the efficiency of a piece of equipment? If you were interested in the efficiency of a certain washing machine, you would determine whether it washed badly soiled clothes clean in a given time. If you found it did, you would regard it as efficient. The next point to be considered would be the time and energy spent in its operation. If you found that more time or

more energy was required to use the machine than would be necessary to do the work without it, you would regard its purchase as wasteful. If the machine did effective work with a minimum expenditure of energy on your part, at a reasonable operation cost, its efficiency would be demonstrated. The same test should be applied to every piece of household equipment. Is it effective? Does it save time and energy? Is its operation cost reasonable?

The equipment should be durable. Only equipment which is durable should be chosen. Cheap equipment that must be replaced frequently is the most expensive in the end. Light aluminum ware and enamel ware that chips easily are examples of equipment of poor wearing quality. To say that all kitchen equipment should be of one material is absurd. A tin cake pan will last for years, but a tin preserving kettle is much less durable than an aluminum one. Therefore the aluminum kettle is a better choice. It is better to buy durable equipment one piece at a time than to spend an equivalent amount of money on several pieces of cheap equipment which will need to be replaced soon.

The choice of equipment should be influenced by the care it requires. If a piece of equipment requires a large amount of care, it will never prove satisfactory in use. Some cake mixers, bottle cream skimmers, and potato ricers are examples of such equipment. Equipment should facilitate work. Care should be taken that articles purchased simplify rather than complicate life.

For your thinking and doing

1. What equipment would you add to your home kitchen if you had \$10 for that purpose? \$15? \$25?
2. What laundry equipment would be adequate for a family of two?
3. Make a list of the equipment in your home that is seldom or never used. Estimate the amount of money probably tied up in this manner. What reasons can you give for these purchases?
4. What qualities would you insist upon if you were purchasing a stove or range? A refrigerator? A washing machine? An ironer? A sewing machine? A vacuum cleaner? An electric mixer?
5. What would each of the above pieces of equipment cost? How will a family decide whether or not to purchase any one of these?
6. The Alexander family has an income of \$2500 a year. They have

two children—a boy, age ten; and a girl, age twelve. Mrs. Alexander does all of her own work. How much can the family spend for equipment each year? What large pieces will they be justified in purchasing?

Unit Activities

1. Participate in a survey of housing conditions and needs in your community, and give a report of findings and recommendations.

2. Visit a house in your community for rent or for sale. Note the condition of the plumbing and other fundamental equipment. Decide what needs to be done before a family moves in and the probable cost of needed repairs.

3. How much per month is paid on each \$100 or \$200 owed to the building and loan association? Work out an actual example to illustrate this method of home purchase.

4. What would it cost to paint the house in which you live with one coat? With two coats? What other major item of upkeep may your house require this year?

5. Study the lighting in your home; plan and make, as far as possible, such changes and additions as will improve the present lighting.

6. Plan the furnishings for a room in your home. Estimate the cost if all were purchased new; if some of the present furnishings were used.

7. Join with others in your class in planning, or purchasing, and making new curtains for the home economics rooms.

8. Check the pictures in your home, room by room, noting the number, the size, the subject, or type, and their decorative use in the room. Do the same for a friend's home.

9. Make a five-year plan for the repair and replacement of furnishings in your home.

10. Make a plan for "making-over a house."

11. Make a score sheet for judging a house.

12. Visit a house or houses in construction. Evaluate in terms of your score sheet.

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Homemaking Division, Bureau of Educational Services

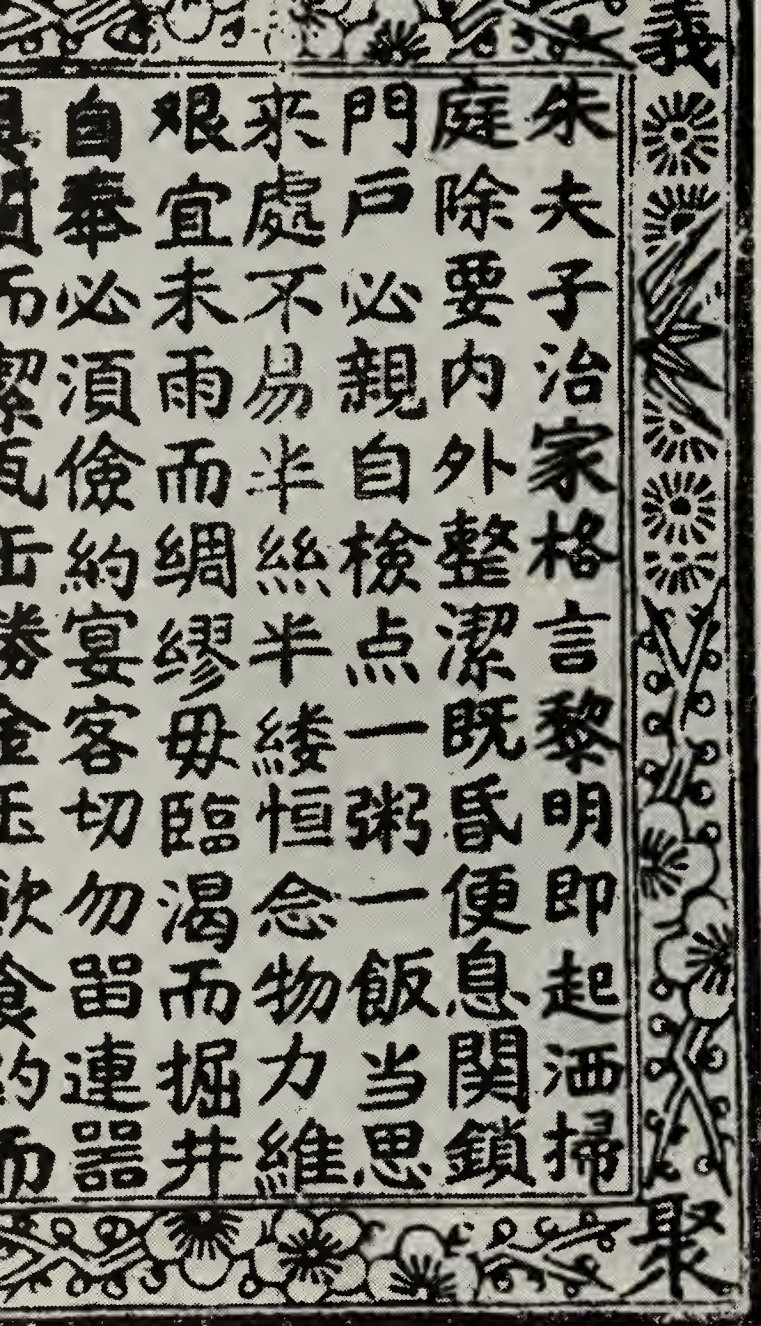
Unit 5 . . . Caring for the House

IF YOU were given a house as ideal in every respect as you could imagine, you would find that in a brief time its attractiveness would be greatly lessened unless it received proper care. Have you ever entered a room that was clean and orderly, with pictures straight and window shades all perfectly even? Your feeling was quite different from what it was when you entered a dusty or disorderly room, with pictures hanging crooked and window shades at different heights. The first room was so restful and

attractive you did not want to leave. The other made you weary, and you were not sure you cared to stay. This would be true even though the orderly room had less costly furnishings than the poorly kept one. Regardless of its furnishings, the house affords rest and immediate satisfaction to the family only if it is well cared for. There are other advantages that a well-kept house gives. It helps the family members develop good habits of living; it adds to the material value of the house and its furnishings; and it develops a feeling of pride in the home so that family members like to bring in their friends. In this way a well-kept house gives moral, social, and financial advantages to the family.

Good methods consistently used keep a home in order without the stress and strain otherwise associated with housekeeping. In your grandmother's day, homemakers had regular spasms of general housecleaning, at which time all of the furnishings were removed and everything from cellar to garret was thoroughly cleaned. Although the expenditure of great effort may have given the homemaker some pleasure in achievement, everyone else in the family dreaded to see housecleaning time come. Today such procedure is no longer followed. The modern efficient homemaker plans carefully so that the weekly and irregular tasks are scattered among the daily ones in such a manner that there is no need for the much-dreaded "housecleaning" of earlier days.

To accomplish all of the daily tasks and provide time for the weekly and irregular ones, without hampering family life, requires efficient home management, knowledge, and skill in housekeeping procedures, and cooperation from all members of the family. Family life would be hampered if the responsibility for the care of the house fell wholly upon any one member, as the mother. When such a situation exists, the injury is not only to the overburdened person but also to the other family members who may have thoughtlessly brought it about. When all of the members are having a part, no one person is overworked. Every person should care for his own room, and assume some responsibility for other household duties. A good spirit of cooperation in the family is shown by a willing and cheerful attitude in performing these routine tasks.



*Quoted from the writings of
Chu (Sui Dynasty 590–606 A.D.)*

THE CARE AND MANAGEMENT OF THE HOME

Rise early

Clean the house, inside and out

Retire early

Lock doors and windows carefully your-
self

Think how difficult it is to produce food
and do not permit it to spoil

Remember how difficult it is to manu-
facture and construct clothing and care
for it properly

Plan ahead; do not wait until you are
thirsty before you dig a well

Be careful with money

Do not stay too late when invited to
be a guest at a meal

Equipment you use must be clean and
durable

You need not buy articles of gold and
jade, for less expensive things, are just as
useful.

These rules, given out by the Chinese in 590–606 A.D., on the care and management of the home are as true today as they were 2500 years ago.

Problem 1. What care does the house require?

When a family lives in a house, it has an effect upon that house which, although individual in some regards, may, in general, be anticipated. Dust and dirt are inevitable. The house and the things within it are subject to “wear and tear” as well as to soil. Also most of these do not stay in order or in the special place planned for them. Certain housekeeping tasks must be done to keep the house clean, orderly, and in good condition. Included are daily and weekly tasks and those done at irregular intervals. These provide for the care of all the areas of the house: recreation, rest, work, and storage.

Each area of the house requires regular care. In the provisions

for the daily care of the recreation area the following procedure is suggested:

Air room.

Clear away any clutter of magazines, newspapers, music, and various small objects; and bring the tables, desks, racks, and the piano into order.

Attend to any flowers used as decorations.

Dust the largest surfaces of furniture.

Clean rugs with sweeper.

Dust the floor.

When dust has completely settled, dust furniture thoroughly.

Empty wastebasket.

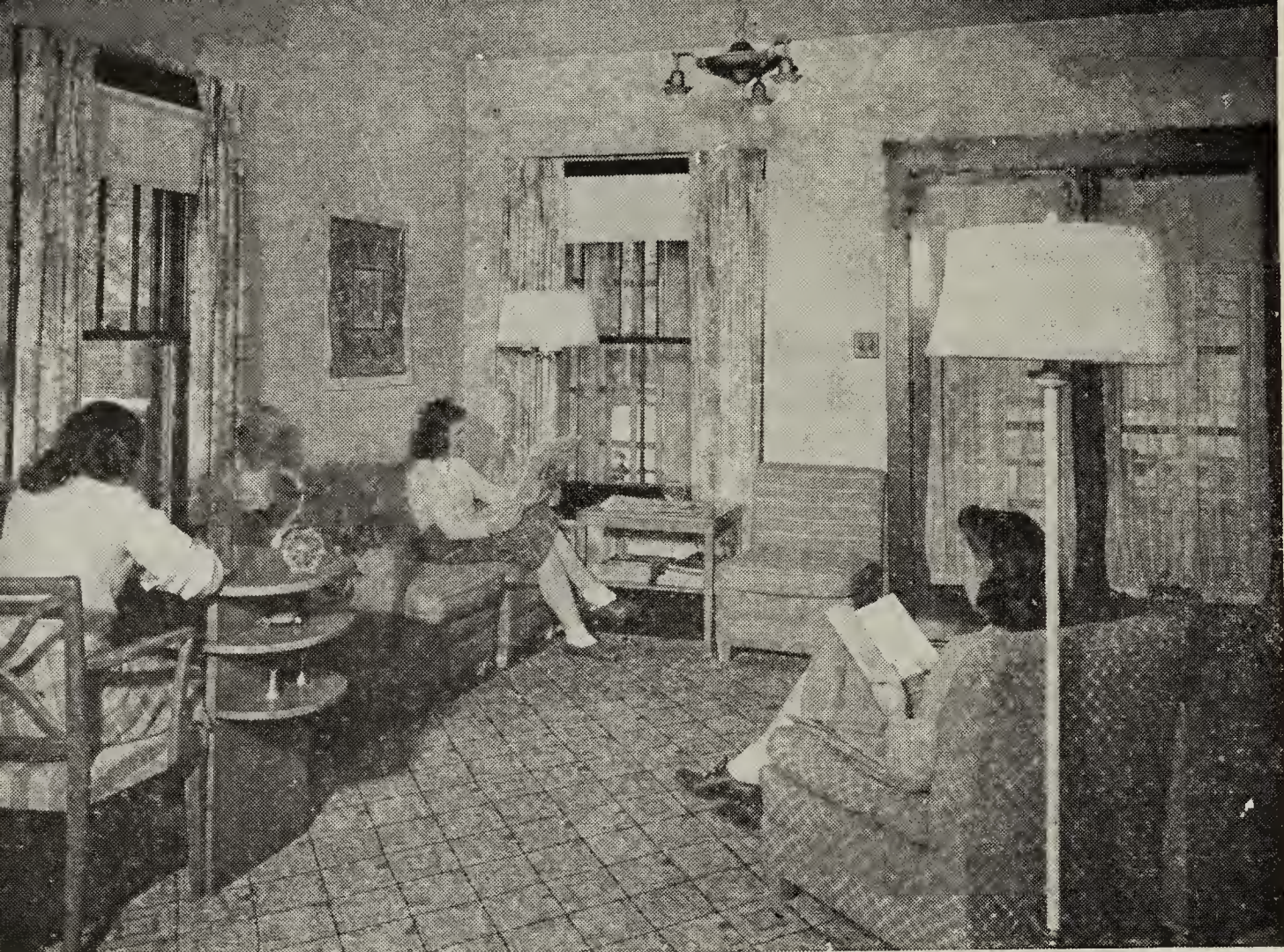
Adjust shades.

Place rugs and other furniture in proper places.

The daily care of the rest area includes, in addition to that listed for the recreation area, the care of the bed and dresser. Usually the bedmaking should be completed before the room is dusted.

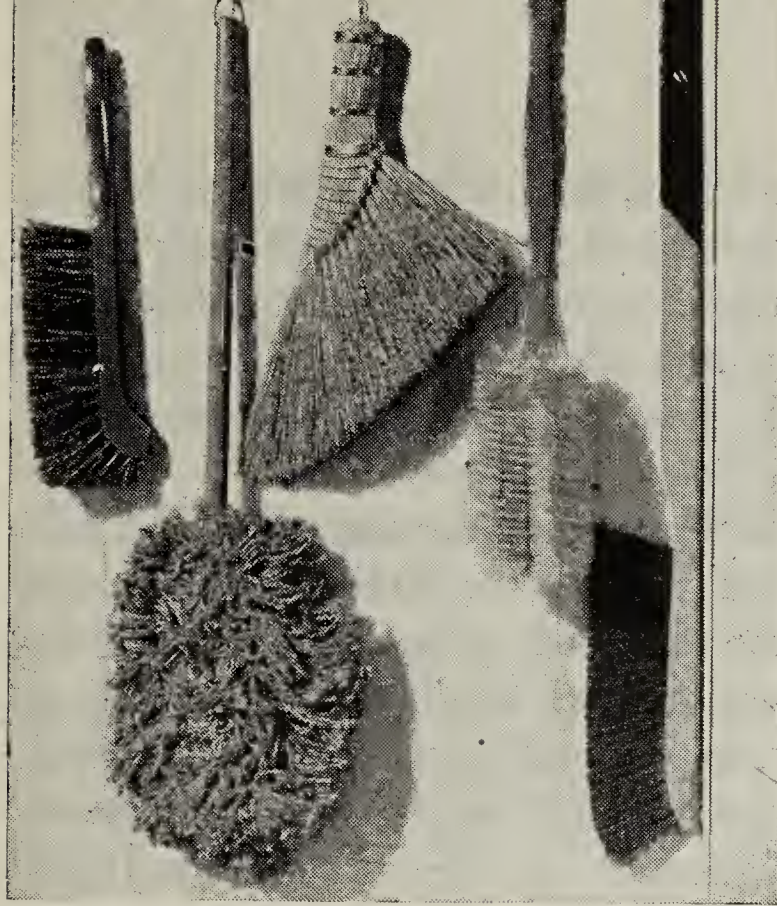
Once a week, or more often if necessary, a thorough cleaning is given both the recreation and rest areas. This includes special care of floors, woodwork, walls, and windows, as well as that of light fixtures, heating fixtures, and the furnishings of the rooms.

It is difficult to separate the care of the work areas from the work that goes on within them. However, even if little or no cooking or serving of meals is done or if the laundry is sent out, the rooms provided for these purposes will still require daily care. The floors will need to be swept and dusted, the work tables and shelves will need to be wiped, and the stove and the sink will need to be kept clean. In most homes, though, the cleaning is further increased by the meal preparation, dishwashing, and other work that must go on. In general the procedure for the daily cleaning of the work areas is similar to that of the other areas of the house. Additional weekly or less frequent care will also be necessary. This will include the brushing down of the walls; the cleaning of floors and woodwork; and special attention to shelves, cupboards, and equipment.



A well-kept, orderly room adds to the enjoyment of family members.

The care of floors and woodwork is important. Although the care required by floors and woodwork differs somewhat, they are ordinarily considered together. The treatment given them depends largely upon the wood and the type of finish. In the case of the floors, sweeping will be necessary every day in some, if not all, of the rooms. This should be followed by the use of the dust mop. Waxed woods should not be oiled or washed with water. On them should be used only a mop moistened with turpentine and a clean dry mop for polishing. Many prefer using only a dry or chemically treated mop for these woods. Waxed floors should be polished with a weighted brush or a mechanical waxer about once a month and need rewaxing every two or three months. Some prefer to use a liquid wax that requires a special method of applying but no polishing. Varnished floors need to be cleaned daily with a dry or oil mop or dustcloth. Water coarsens the wood and removes the varnish. Shellacked wood should be wiped with a woollen cloth wrung out of a pure soapsuds but should not be scrubbed with water. An oiled mop and cloth may also be used on painted wood.



Proctor & Gamble Co.

Many different kinds of good brushes are needed today for properly keeping house.

The woodwork can be kept in order by wiping frequently with a dry dustcloth. At least once a month it needs special attention. If the woodwork is enameled or painted, the process suggested for painted floors is recommended. Varnished woodwork may be wiped with a cloth wrung out of mild soapsuds, and then rubbed with an oiled cloth. Waxed woodwork may be wiped with a clean cloth moistened with turpentine, and then polished with a clean dry cloth, or it may be wiped in the beginning with a dry or chemically treated dustcloth. Rewaxing may be necessary during the year.

The walls and windows should be cleaned frequently. Papered walls should be dusted or wiped carefully with a soft cloth or brush so as not to injure or streak the paper. Upward stroking of the walls is better than pulling the brush or cloth downward. Painted walls are dusted or wiped as are papered walls. They may also be washed with warm soapy water made with a mild soap. When this is done, begin work at the top of the room and work downward. Rinse with clean warm water and wipe dry as each section is finished. Use a soft cloth for washing and drying.

Windows should be washed as often as is necessary to keep them

clean and bright. Various window cleaners on the market help in effective cleaning. Some homemakers prefer soapsuds, with plenty of cloths for polishing. Cleaners containing whiting and filler may clean the windows easily but often are hard on the adjacent woodwork. Most homemakers like cleaners that clean the windows satisfactorily but have no effect upon the woodwork.

The basement and attic should be kept clean and orderly. Sometimes these places are used as catchalls for rubbish and dirt, and thus make the cleaning of the rest of the house difficult. The basement and attic should be kept dry, well aired, and free from dust. The habit of storing useless trash in these places should be avoided. All worthless articles and objects should be destroyed and not allowed to accumulate. The basement and attic can be made attractive and useful places in the house. A regular time should be set for their care.

The bathroom needs more care than any other room. To be sanitary and well kept, it should have daily and weekly care. Daily care includes cleaning the floor, washing the tub and lavatory and toilet bowls, and cleaning the nickel or chromium, glassware, and dishes. Weekly care includes wiping down the walls and mopping the floor. If a number of people use the bathroom, it may be necessary to mop the floor daily. Towels and washcloths should be changed frequently. A helpful family procedure in keeping the bathroom in order is for everyone to clean the tub and lavatory bowl as soon as he has finished using them.

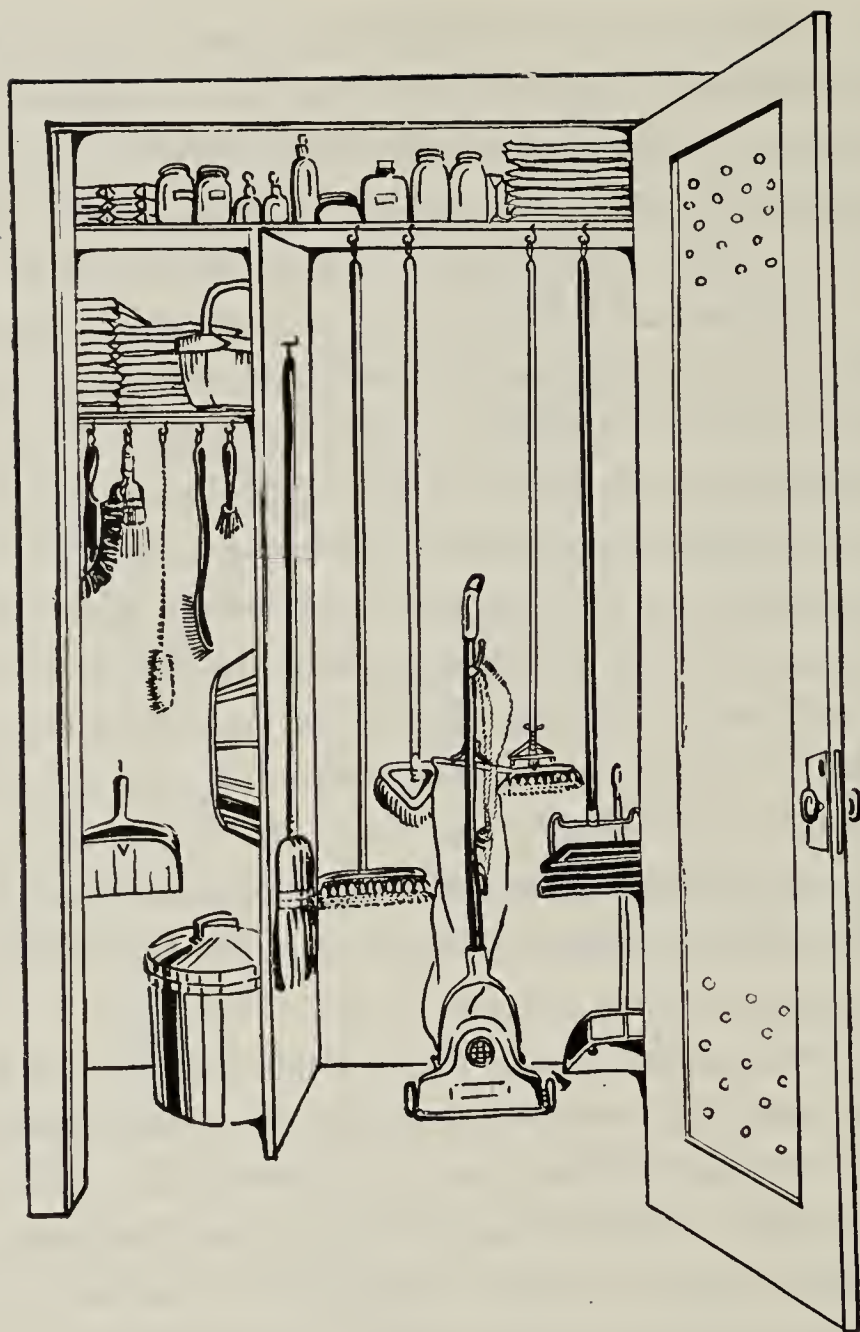
Closets require special attention. Like other rooms of the house, these should be aired, dusted, and put in order. An accumulation of trash is as untidy and out of place in a closet as it would be in the corner of a living room.

Responsibility for the care of the clothes closet is usually carried by the family member who uses it. Wise use of space, adequate protection of the clothing, the maintenance of cleanliness and order can be obtained only by the habitual following of a well-framed plan. In such a plan hanging space must be provided for coats, suits, and dresses; and shelves, drawers, and racks must be provided for hats, shoes, and other apparel. A metal pipe running the length of the closet provides increased hanging space for the suspension

of hangers over that made available by the use of wall hooks only. Patented racks for the same purpose can also be obtained. Careless piling or hanging of clothes in a closet lessens its capacity and use, and affects the condition of the garments. Shoes, after being placed on forms to retain their shape, should be placed on racks or shelves or in drawers. A disheveled pile of shoes on the closet floor creates unsightly disorder. Shelves for hatboxes or hatstands, or drawers—if these are used—should be readily accessible. The protection afforded clothing by the closet can be supplemented by the use of garment covers. Such covers may be either individual or made to hold several garments. The material of which these covers are made, as well as the style of construction, should permit laundering. Every morning the closet should be put in order, garments being straight on the hangers, shoes and hats in their respective places, and any soiled clothing placed in the laundry bag or hamper. The dust mop should be run over the floor when the bedroom is cleaned. Weekly and seasonal care of the closet is similar to that given to other rooms.

The linen closet needs regular care. With everyone in the family going to this closet frequently for linens of various sorts, keeping it in order is a problem. Have you ever hunted for pillowcases or dresser scarves, only to find them submerged under sheets and bath towels? A careful plan for the arrangement of a linen closet, followed by all the members of the family, with someone responsible to see that it is kept in order, is an effective means of keeping a linen closet as it should be.

Cleaning closets are often omitted in the house plans and are sometimes replaced by one or more cleaning cabinets. Provision for one or the other is highly desirable. On the shelf there should be kept such cleaning supplies as wax, machine oil, turpentine, and floor oil. The brushes, brooms, and mops should have screw rings attached to the end so that they may be kept hanging up. A bag or basket should be provided for clean cloths for cleaning work. If the vacuum cleaner is kept in the closet, the other equipment should be so arranged that the cleaner can be taken out without removing the contents of the closet. Cleaning closets should be thoroughly cleaned every week.



A cleaning closet should have well-arranged shelves and hooks.

The china closet and storage closets should be given daily, weekly, and occasional care. Daily and weekly care consists of keeping the shelves in order and wiping them off. Occasional care consists of a thorough cleaning of dishes, glassware, silverware, utensils, and other articles on the shelves. Such closets should be kept orderly and clean. Their neglect leads to inconvenience and unsightly conditions.

Plans should be made so that the care of the house may be done efficiently and easily. Those tasks that are done daily should be arranged for a certain time of the day and be divided among the family members. Each should know his responsibility and assume

it as a matter of course. Weekly tasks should be divided in the same way and be planned for certain days. They should be distributed so that an undue number are not done on the same day. Irregular tasks should be planned for at suitable times and spread out so that the daily living of the family is not too greatly upset by them. A division of irregular tasks into what might be satisfactorily added to the regular day's work is suggested:

1. Clean dressers and clothes closets.
2. Store clothes for winter or summer.
3. Clean china closets and cupboards. Wash all dishes and glassware. Clean silver. Scour pots and pans.
4. Wash and iron curtains, dresser scarves, etc. Clean window shades.
5. Wash windows. Wash woodwork. Replace curtains.
6. Remove all pictures and clean. Clean light fixtures and walls. Replace pictures.
7. Clean mattresses and springs.
8. Rewax floors.
9. Dust books in open air. Polish furniture.
10. Clean linen and other storage closets.
11. Clean basement and porches.

In most instances it is better to scatter these tasks over several weeks rather than to do them on consecutive days. If the daily and weekly cleaning is done regularly and thoroughly, the extent and frequency of irregular cleaning tasks will be greatly reduced.

For your thinking and doing

1. Make a plan in which all class members share in keeping the home living classroom in order.
2. Make a plan whereby the members of your family can share in the keeping of your house in order. Estimate the time each member needs daily, weekly, and occasionally to do his part in this responsibility.
3. Try different methods of washing woodwork and windows in the home economics rooms. Decide which procedures were the best.
4. Estimate the weekly or monthly cost in materials and labor for keeping your house clean.

Problem 2. What care shall be given the house furnishings?

House furnishings include a wide variety of articles that add to the comfort and attractiveness of the house. They have much to do with making the house a home. By their very nature they require almost constant care if the house is to look its best. The plan for the care of the house should make ample provision for the care of its furnishings. For each a suitable method should be chosen and followed by all family members.

Care must be given to curtains, draperies, and Venetian shades. Curtains and draperies frequently need to be taken down, aired, and the loose dust removed. This may be done most easily by hanging them over the clothesline and brushing them with a whisk broom. Sometimes it is done by shaking the curtains and draperies gently and then hanging them on the line. In homes having a vacuum cleaner with special attachments, the curtains can be cleaned without taking them from the rods. Where there is much smoke and dust, curtains need to be laundered every month or two and the draperies two or three times a year. Draperies and curtains that cannot safely be washed should be dry cleaned. Venetian shades are cleaned with a special brush by which the dust is wiped off. Now and then they need to be washed with soapy water made with a mild soap, rinsed, and dried thoroughly.

The type of floor covering determines the care to be given. Carpets and rugs should be cleaned at least once a week with a vacuum cleaner. Use of this equipment does away with the beating of rugs, which lessens their life. Some of the small rugs may be cleaned by ordinary laundry methods. Linoleums, if waxed, should be given the same care as waxed wood floors. If they are not waxed, after a careful sweeping they should be mopped with warm soapy water, using a minimum of water so that it will not get under the linoleum through possible cracks.

Beds need daily, weekly, and certain occasional care. They should be made daily and early in the morning if possible. The well-made bed has the mattress placed straight on the springs, the bottom sheet tightly drawn over the mattress and pad, the center

of the sheet being kept in the center of the bed. It is folded well under the mattress at both head and foot and then is stretched tight at the sides and tucked in, making as square corners as is possible. The top sheet is so spread as to allow a generous turn back over the covers, and a deep tuck-in at the foot. Blankets and other covers are placed straight on the bed, tucked in well at the foot, and the sheet is drawn back over them at the top to protect them from soil. The spread is placed on the bed evenly and is stretched straight. Mitered corners, if desired, may be made at the foot. Pillows are shaken and pressed into form, and placed on the bed as preferred. When the weekly change of bed linen

is made, the springs may be dusted and the mattress turned. An occasional sunning of the mattress and other bedding is necessary. The used bed linen should be laundered each week and the spreads, blankets, and other coverings laundered or cleaned as often as their condition indicates the need. The frequency depends much upon the use given them.

The care of furniture varies with the wood. Some kinds of furniture require much more care to keep them looking well than do others. In selecting furniture, it is well to keep this in mind. The waxed and dull-finish furniture is more popular at the present time, and its care is not too heavy. Varnished and highly polished woods are easily scratched and are difficult to keep in good condition. Mahogany and walnut furniture require much care. Most furniture can be dusted with a cloth on which a few drops of a stand-



Homemaking Division, Bureau of Educational Services

Venetian shades require frequent and careful dusting.



Home Economics Department, Northern Illinois State Teachers College, De Kalb, Illinois

Daily dusting is necessary to insure a clean and pleasing room.

ard furniture polish have been poured. However, many prefer the use of a dry or chemically treated dustcloth. When furniture has become extremely dirty, it can be washed with a cloth wrung from warm soapy water, and then rinsed immediately with another cloth wrung from clear warm water. It should be dried thoroughly and rubbed with whatever type of oil or polish is used regularly on the furniture. Waxed furniture is rewaxed with a soft cloth and rubbed until the polish is restored. The gloss of painted furniture is restored by hard rubbing with a very soft cloth or a lightly waxed one.

Reed and wicker furniture should be taken to the open air and brushed with a fairly stiff brush, but one that does not scratch or tear it in any way. With care, it can be washed if a damp brush or cloth is used and the furniture dried quickly. Furniture polish brightens up reed and wicker furniture, but, as in the case of all

furniture, only the best of polish should be used on them.

The cleaning of overstuffed and upholstered furniture differs somewhat from that of other types. The character of fabrics commonly used in upholstering is such that dust is more readily caught and held than by wood or metal surfaces. Its removal can be accomplished best by the use of the brush attachment on a vacuum cleaner. A whisk broom is useful if no better means is available. It is well to brush removable cushions in the open air.

Spots are often formed by the spilling of liquid on dusty upholstery, although foods, such as candy and sandwich fillings, and toilet articles, such as hair oil, also leave their marks. Spots caused by fruit drinks or other foods containing sugar are most quickly removed by sponging with lukewarm water. As little water as possible should be used to prevent the fabric from becoming soaked. Spots caused by grease from foods or hair oil can be removed by any one of a number of solvents, including chloroform, ether, naphtha, gasoline, and carbon tetrachloride. The latter is especially recommended because it is noninflammable and its odor quickly disappears. Some spots are caused by a combination of substances and therefore require double treatment. When such is the case, the grease should be removed first and the spot rubbed dry with a clean cloth. The remaining stain should be sponged lightly with a cloth wrung out of lukewarm water.

House accessories, too, need care. Pictures and small objects collect dust rapidly. Pictures should be removed from the wall



Homemaking Division, Bureau of Educational Services

A shining surface reflects not only an image but also good care.

frequently for cleaning. A good time to clean pictures is when the walls are being wiped off. The glass should be cleaned and the frame and back carefully wiped. Marble, ornamental pottery, vases, and statuettes may be kept in good condition by washing with soap and water and polishing with a soft dry cloth.

Although books bring much of interest and charm to a room, they do need care. If no care is given them, they soon become dirty and disorderly and will detract from the appearance of an otherwise well-kept room. To clean thoroughly, books should be taken from the shelves and each book wiped separately. The shelves should be dusted and the books returned. Occasionally they should be taken into the open air for the dusting. Books need to be thoroughly cleaned every two or three weeks and during the times between given a general dusting or wiping off. The vacuum cleaner has a special attachment which provides an effective method for cleaning books.

For your thinking and doing

1. Outline the steps in making a bed. Follow these steps and evaluate them as desirable ones to follow.
2. Clean Venetian shades, curtains, draperies, furniture, house accessories, and floor coverings. Report on successes and difficulties.
3. Plan the arrangement of house linens in a closet or cabinet with several shelves. Decide how you could keep this arrangement all of the time.

Problem 3. What care shall be given the equipment of the house?

Equipment is extremely important in carrying on the activities of the home. It makes the house convenient and comfortable, facilitates the work to be done there, and many times adds to its charm and beauty. Household equipment to give the best service must be kept in the best possible condition, which means that it must be clean and in good working order. Plans for doing this should be included in those for the care of the house and then carried out. In this way the returns that the equipment brings the family will be greatly increased.

Fundamental equipment needs special care. Light, heating, and plumbing fixtures require frequent and regular cleaning. If you were to classify the various fixtures in your home, you would find many are made of the same material as are certain other pieces of equipment. The care required for those alike is much the same. For example, electric-light shades of china or glass are cared for as are dishes and glassware. Brass and nickel fixtures are cleaned in the manner suggested for the care of brass and nickel.

Radiators and registers are dirt collectors and present a separate cleaning problem. In cleaning a radiator, place a newspaper underneath it and with a special brush proceed to remove all dust and lint from the crevices. The newspaper furnishes a convenient means of conveying the collected dirt to the trash burner or the furnace. Once or twice a year it may be necessary to have the radiators retouched with metal paint. The care of registers requires a different method. Have you ever examined carefully a hot-air register? You will find that the grating lifts out. A newspaper may be placed on the floor and the register put on it. The lint and dust from the register and its shutter are brushed onto the paper. The register is then washed. With a whisk broom the dust and lint are removed from the hot-air shaft and taken with the other rubbish to be burned. The opening to the hot-air shaft is then washed and the register returned to its place. Similar treatment should be given the cold-air register.

The bowl of the toilet stool should be scoured and a deodorant used at least two or three times per week. A special brush for cleaning the bowl should be used. Although many of the deodorants and cleaners are excellent for use in the stool, they are not safe for the tub and lavatory. Precautions should be taken that their use is not extended to these.

Whiting or a good cleaner should be used in cleaning the bathtub and lavatory. Both should have a thorough cleaning daily and a partial one after each use.

In many homes the bathroom is neglected and unsightly. It is a good plan to have some one member of the family definitely responsible for its care, with an acceptance on the part of the other members of their responsibility for leaving the tub and bowl in

order after use. The saying "A pessimist scrubs the tub when he gets in, an optimist scrubs the tub when he gets out, but a real gentleman or lady scrubs it both times" colorfully expresses a good bathroom rule.

The floor of the shower bath should be scrubbed twice a week with soapy water, rinsed, and dried. It should then be wiped with a cloth saturated with kerosene which should be allowed to remain for a few minutes. The kerosene should be washed off and the floor dried. Formaldehyde is preferred by many to kerosene. It is applied by means of a cotton pad on the end of a stick or brush handle and should remain on the floor 20 minutes before being washed off. Formaldehyde is a poison so must be handled with caution and be thoroughly removed from the floor. The walls of the shower bath should be washed down once a week with warm soapy water and then rinsed and cleaned with whiting or a cleanser as the bathtub is cleansed. The curtain should be given a chance to dry out after becoming wet. It should also be changed frequently. A dirty shower bath and curtain are most undesirable.

The refrigerator and the stove or range need care. It is important that the refrigerator always be kept clean and dry. A thorough cleaning should be given every week. At this time all food and dishes are removed and the walls and shelves are washed with clear warm water to which a little washing soda has been added. They are then rinsed and thoroughly dried. Food should not be allowed to spoil in the refrigerator, and all dishes used should be kept perfectly clean. Foods of strong odor should never be placed in a refrigerator. If an ice refrigerator is used, each week the ice compartment should be thoroughly washed and rinsed and the drain pipes carefully cleaned with a brush and water in which washing soda has been dissolved. The mechanical refrigerator requires defrosting every one or two weeks. The refrigerator should always be thoroughly cleaned at this time. The shelves and exterior of the freezing unit should be given the same treatment as the walls and shelves of the refrigerator. If the refrigerator has a sealed-in mechanism, no oiling is necessary. The other type does need oiling and cleaning at regular times. The dealer or instruction book will explain in detail the exact care needed.

A coal or wood stove or range should have the ashes removed daily and should be kept clean with a damp cloth. Stove polish may also be applied. The oven should be wiped out after each time it is used. Each week the soot should be brushed from the bottom of the lids and then from the inside of the fuel box. The flues should be cleaned every four or six weeks, especially those around the oven. Kerosene and gasoline stoves need to be washed daily with soap and water, and wiped off with a damp cloth after each meal. The fuel tank should be filled daily and occasionally drained and cleaned. The oven should be wiped out after use and all burned substances carefully removed. The wicks of the kerosene stove need daily wiping. The kerosene stove is difficult to keep clean and sometimes fails to receive proper care, so that it becomes unattractive and gives off an odor in burning.

Gas and electric stoves or ranges should be wiped thoroughly after use. A cloth wrung from soapy water is used when the stove is perfectly cold. Food that boils over should be wiped up at once. Food spilled on an electric heating element should be allowed to burn to an ash and then brushed off. The newer gas and electric stoves or ranges have many detachable parts which can be removed and thoroughly washed.

Laundry equipment should be well cared for. Laundry equipment is essential and expensive. It should have the best of care. The washing machine should be oiled regularly, according to the directions on the machine. After using the machine, rinse it and wipe it dry. Other laundry equipment, including tubs, ironing board, iron, and clothesline, should be cleaned after use, and if wet or damp these should first be thoroughly dried. When not in use, all should be kept in a dry and protected place. Laundry equipment is among the most expensive that the homemaker buys. Many fail to get full return for their investment because of the poor care given this equipment. It is utter folly to buy costly equipment and then misuse it.

All electrical equipment needs special attention. Electrical equipment should be thoroughly and carefully cleaned after each use. When cleaning this type of equipment, care must be taken that the connection points are kept clean and dry. When not in



Topeka, Kansas, High School

Home mechanics holds the interest of schoolgirls who know they may need skill to keep equipment shipshape.

use, electrical equipment should be stored in a protected place, so that it does not become dirty or injured in any way. Cords and plugs should be handled carefully and put away when not in use. Hooks on which the cords can be hung simplify storage. Many homes that include electric percolators, irons, toasters, warming pads, and vacuum cleaners in their equipment find the repair bills high because of careless use or improper care. Directions for use and care should be read and followed. The dealer should be consulted in any difficulty. It is possible to learn how to do simple repairs at home. High school courses in home mechanics offer such instruction. Sometimes a dealer or an electrician will show how some jobs can be done. However, by thought and care in use, repair and upkeep can be reduced to a minimum. In selecting cleaning equipment, choose only those pieces that will be used enough to pay for their purchase and in which the care does not outweigh the advantage gained. Sometimes tools improvised or made at home are better than elaborate and expensive ones.

Small equipment, too, needs proper care. Included in this group are egg beaters, spatulas, knives, measuring cups and spoons, can openers, fruit juicers, cake racks, food choppers, as well as many other articles. Each article should have the care required to keep it in the best possible condition. Much of this care will be concerned with keeping the equipment clean and in working condition, using it correctly, handling it carefully, and storing it properly when not in use. Accompanying some of the more complex pieces of equipment are directions for their use and care. For the simpler ones the care is mainly thorough washing and drying and occasionally scouring and oiling. Procedures for the different pieces should be worked out and made the practice of the family members.

For your thinking and doing

1. Describe the care that some one piece of fundamental or large or small home equipment needs to be kept in good condition.
2. Clean light and bathroom fixtures, radiators, refrigerator, stove, and utensils.
3. Make a plan for keeping the equipment in your home in good condition.
4. Demonstrate how to care for some piece of electrical equipment.

Problem 4. What care shall be given tableware and utensils?

Most homemakers take joy and pride in having fine-looking tableware and utensils. All should be bright and shining and not cracked or bent out of shape. Care in the use of these is of the first importance. Using silverware for cooking, and overheating dishes or glassware are bad for any tableware. Burning food in the pans and kettles, chipping the enamel, and scraping it with sharp edges are all injurious to the wearing qualities of utensils. Proper methods of washing tableware and utensils are important in keeping them in good condition. Much unnecessary cleaning can be avoided by proper daily care. All metal stains are much easier and quicker removed when the stain is new than after it has stood a



The glistening surface of well-polished silver is protected by proper storage.

long time or has been burned on the pan or kettle. For this reason prompt action is necessary.

Silverware to be attractive should be well polished. The tarnish on silver results from sulphur compounds that are in the air, in many foods, in wood and rubber, in gas, and in some bleached and dyed materials. Silver can be cleaned with a paste made of whiting or chalk mixed with ammonia or alcohol. It should be applied to the silver, allowed to dry, and then rubbed off with a soft cloth or brush. The silver should then be rinsed well and polished with a soft cloth. Another method of cleaning is as follows: Fill an aluminum or porcelain kettle partly full of water in which has been dissolved one teaspoonful of either washing or baking soda and one teaspoonful of salt to each quart of water. If a porcelain kettle is used, place a discarded piece of aluminum in the kettle, and heat the water to the boiling point. Put in the tarnished silver and boil it. The silver must be completely covered by the water. When the tarnish is gone, rinse thoroughly and polish with a soft cloth. This method should not be used for silver having a special oxidized finish as it removes this type of finish. A number of good commer-

cial preparations for cleaning silver are available. Many of these are pastes. Some homemakers prefer to use a cloth specially treated for cleaning silver. A regular time should be planned for the cleaning of the silver. Articles used daily must be cleaned several times a month. Even articles used less frequently need monthly cleaning, as silver tarnishes easily whether in use or not. Silverware should be stored so that it will not be scratched. That which is not used frequently should be placed in tarnish-proof chests or wrappings.

Dinnerware and glassware need special care. Dinnerware, generally known as china, should be washed in warm soapsuds, thoroughly rinsed in hot water, and wiped dry. Glassware is usually polished from the hot suds with a nonlinting soft cloth. Some prefer rinsing glassware with clear, very hot water and then wiping dry. Care should be taken that dinnerware and glassware are not chipped or cracked. Pressed and cut glass and some pieces of dinnerware should be washed with a brush. A frequently used method is to wash the glassware and dinnerware in warm soapsuds and place loosely in a wire drain. Then rinse in very hot clear water and allow to dry without wiping. Bright and shining tableware adds much to the appearance of the table and the meal. China and glass should be kept in a special protected place.

Woodenware should be given proper care. Many pieces of tableware are made of wood, as salad bowls, plates, trays, and serving spoons and forks. Woodenware should be cleaned immediately after use so that no undesirable flavors and odors will be absorbed. Never should this ware be soaked or immersed in water. Salad bowls should be wiped out with a paper towel and rinsed in lukewarm water. Other pieces are wiped out with cold water, then scrubbed with lukewarm water and soap and rinsed with cold water, using as little water as possible each time. In both procedures the article should be dried thoroughly. Do not stand woodenware on edge or put it near heat while drying, and always store it in a dry place. If a piece roughens, it should be smoothed with very fine sandpaper. Woodenware should never be polished, rewaxed, or shellacked. With proper care, this type of ware gives good service.

The various metals in utensils, fixtures, and accessories require different methods of care. Metals should be cared for by the method that means the least loss, the least roughening, the best appearance, and the least expense of time and effort. Care consists mainly of cleaning, storage, and use. For cleaning, many preparations are available. All of these are made mostly of soap powder, washing soda, and grit, and they vary in efficiency. When in doubt about what to use, try whiting. It does not scratch and will not injure the metal. In storing and using, care should be taken that the metal is not injured in any way, as cut, dented, or broken.

Aluminum ware, being slightly affected by both acids and alkalis, is rather difficult to keep in good condition. Vegetables will discolor it, and fruits will brighten it. Strong alkalis, such as lye or washing soda, dissolve aluminum and for that reason should never be used for cleaning it. Aluminum ware should be washed with warm soapy water. Stains may be rubbed off with whiting or other fine gritty cleaners and very fine steel wool, or dissolved by the acid of vinegar. A number of good cleaners for aluminum can also be purchased. Aluminum ware should be thoroughly washed and rinsed after such treatment.

Brass and copper may be freed of tarnish and dirt by rubbing the article with a piece of lemon on which salt has been sprinkled. After this it should be thoroughly washed with soap and water, rinsed, and dried. A special polish for brass and copper may be purchased.

Chromium should be washed in good hot soapsuds and rinsed with hot clear water. It is then dried and polished with a soft dry dishcloth.

Iron and steel ware should be cleaned with soap and hot water; and a scourer, such as a bath brick or a commercial scouring powder, may be used. They should be wiped dry to avoid rusting. If especially charred or greasy, articles should be soaked in water to which washing soda has been added. If iron and steel ware are to be stored, their surfaces should be coated with paraffin or a fat which contains no salt. This coating is unnecessary for stainless steel, since whiting or a nongritty commercial cleaner is used.

Nickel should be washed with soap and water, rinsed with clear

hot water, wiped dry, and polished with whiting moistened with ammonia.

Pewter should be washed with hot soapsuds, rinsed, and dried thoroughly. If the pewter is very dark, the use of whiting and oil, applied with very fine steel wool and rubbed with the grain of the metal, is effective. Preparations for cleaning pewter can be purchased.

Porcelain and enamel ware should be washed with soap and water, rinsed and dried, then polished with whiting. Enamel ware may be cleaned further with washing soda, or an effective commercial cleaner, and water. If dark stains do not come off with this treatment, rub the stain with lemon juice or vinegar. Then wash the utensil as before and polish. This ware should be handled carefully. It should not be knocked or dropped against anything hard or be permitted to burn dry. Food in it should not be stirred with a metal spoon.

Tin should be washed with warm soapsuds, rinsed with hot water, and wiped dry. If scouring is needed, use a fine cleaning powder.

Zinc table tops are cleaned with whiting dampened with oil, and polished with whiting and very fine steel wool.

In the case of cooking utensils used on the top of the stove, the bottoms should not be scoured. If the bottom of a pan is black or rough, it will heat more rapidly than if it is smooth or polished. Pans and kettles may be purchased now that are made rough and black on the bottom.

Utensils of heatproof glass and pottery should be given the right kind of care. Heatproof glass should have only moderate heat used under it, starting with low heat. The hot utensil should never be placed on a cold or wet surface. Neither should it be dropped or knocked against a hard surface. Charred-on food and other fast-clinging stains should be removed with scouring powder or steel wool. The utensil should be carefully washed in hot suds and water and dried and stored as is glass tableware.

Pottery requires "seasoning" before its first use. This consists of setting the utensil in a pan of cold water, bringing it to a boil, boiling slowly for a half-hour, and cooling gradually. If pottery is

used over direct heat, an asbestos mat should be placed under the utensil and the utensil heated very slowly. Pottery should not be heated empty. Neither should it be subjected to marked changes in temperature. Long soaking is not good for this ware. Stains that do not come off with a regular soap-and-water bath are removed with a mild scouring powder or fine steel wool. Pottery should be stored as is chinaware.

For your thinking and doing

1. Make a plan for keeping in good condition the silverware, utensils, dinnerware, and glassware in the foods room. Estimate the time required for each.
2. Clean silverware by several methods. Compare results and evaluate each method.
3. Clean utensils made of different materials and note the differences in methods used.
4. Wash dinnerware and glassware according to a planned procedure.

Problem 5. How shall we handle the laundry in the home?

Laundry is one of the necessary tasks of the home that must be done regularly. It may be done in the home or sent away. Sending the laundry out is often expensive and unsatisfactory. For this reason a large number of families care for their laundry at home. When this is the case, its accomplishment becomes one of the larger home tasks. Studies show, though, that families saved money by doing the laundry at home; that the home laundry was less hard on the clothing and linens; and that about four hours per week were required to do the laundry for a family of four.

Some families find the commercial laundry a satisfactory way of caring for this task. At present the commercial laundry offers services of various types to meet the demands of families that differ greatly in both needs and ability to pay for laundry service. Thus there is the wet wash, the rough dry, the flat finish, and the hand ironed. Each represents a progressive stage in the laundry process and is priced accordingly. The wet wash returns the clothes and linens to the homemaker clean and ready to hang on the line. The



Better Homes and Gardens magazine

With equipment for laundering being improved every year in order to make washday easier, the housewife will no longer have her "Blue Monday."

charges for it are the least. The rough dry returns the laundry ready for sprinkling and ironing. When flat finished, the flat articles, as sheets, towels, and tablecloths, are run through a mechanical ironer. Hand-ironed laundry returns all of the clothes and linen ready for use and is obviously the most expensive.

Adequate equipment and arrangement facilitate home laundry work. A definite place should be planned for the laundry and its equipment and supplies. The basement is often used, but a room adjoining the kitchen on the main floor is to be preferred, as having better lighting and air, and enabling the mother to oversee small children while doing the laundry. In small houses and apartments, the laundry is sometimes combined with the kitchen. This may save steps, but it does make for crowded working conditions.

Whatever room is chosen, the water and drain should be conveniently located so as to avoid unnecessary labor on the part of

the workers. All equipment and supplies should be kept near the work center in a well-protected place. The arrangement should be such that efficient work is facilitated. Built-in tubs, driers, and ironing boards are great aids, but good arrangement can be planned with the common types of equipment. A good washing machine is such a necessity that no home in which laundry work is done should be without one. Though hand-power washing machines are better for doing the family laundry than the washboard, power-driven machines are the best.

There are several kinds of washing machines from which to select, so a careful investigation should be made before purchasing. All have their strong and weak points. Regardless of the type, one that can do the job well should be chosen. Washing machines are generally classified into three types: the cylinder, the vacuum-cup, and the agitator type. The cylinder type has a rotating perforated cylinder placed within the tub. The clothes are put in the cylinder and, by means of narrow shelves or ribs, the clothes are moved up and down as the cylinder rotates through the water. To prevent tangling, the cylinder rotates for a time in one direction and then reverses to the other. This type is in use generally in commercial laundries. An adaptation of the cylinder machine is now made for home use. In it there are automatic controls so that the entire laundry processes are carried on and finished at the point where the articles are ready for the line. The vacuum-cup type has inverted cups attached to arms swinging out from a center rod. When the machine is put in motion, these cups push down and up, forcing water through the clothes and also pushing and pulling the clothes through the water. Most washing machines of this type have two, three, or four cups. In some models the arms to which the cups are attached shift their positions with each up or down movement to bring new areas of the articles under the cups. The agitator type has a metal device consisting of dull blades fastened to an upright rod or shaft that revolves in the bottom of the tub of the machine. The water is pushed rapidly through the clothes while moving them in a similar manner. For this type, aluminum seems to be the best metal for both agitator and tub.

An iron is an important part of the laundry equipment, and an

electric one is best. If such an iron is not possible, a gasoline one is next best. Some irons have temperature-control devices which are a valuable aid in ironing. The steam iron is another type of electric iron for home use. It requires no sprinkling or use of a damp cloth in the ironing of a fabric. Many different models of power-driven ironers are on the market, and they are steadily gaining in favor. They are much more expensive than hand irons and of course are not absolutely necessary. There are two types of these ironers—the pressure and the rotary. The pressure is made on the principle of flat ironing boards coming together; the rotary one consists of a cylinder over which fits a concave cover or shoe. In purchasing an ironer, its efficiency in doing the work should be given first consideration.

Other needed laundry equipment includes tubs, clothesline, clothesbasket, washboard, clothespins, ironing board, and work table.

Acceptable methods should be adopted. Laundry work should be standardized and reduced to the easiest and quickest method and placed in the weekly schedule at a convenient time. Some women prefer Tuesday to Monday for a washday because they can arrange their work much better for this day than for Monday.

The following is suggested as a desirable laundry procedure: Carefully sort the clothes, dividing them into piles of similar fabrics and articles, as table linen, bed linen, towels, body clothes, and colored clothes. Remove all stains. Put those white pieces that are much soiled to soak in warm softened water, for thirty or more minutes. Wash all of the white clothes through two suds, the first of which is a warm suds and the second a very hot suds. In order to make a satisfactory suds for a washing-machine load, use about three-fourths to one cup of flakes with 10 or 12 gallons of water. If the water is hard, washing soda or borax dissolved in a small amount of hot water should be added, the amount depending upon the hardness of the water. For medium-hard water, one-fourth cup will probably be sufficient. The amount of washing soda or borax can be determined by adding one teaspoon of soap flakes to one quart of warm water and then adding softener until the water and soap will make a good suds. If the amount of softener thus used



Hand ironing is one of three ways of ironing and is the most frequently used method in most homes.

clothes. If the washing is large, prepare a clean suds for the colored clothes. Have this warmer than the first suds used for the white clothes, but cooler than the second. With the exception of extremely soiled pieces, which should be given extra soaking and rubbing with a bristle brush, one thorough washing in warm suds is sufficient for colored clothes. If any pieces are to be starched, this should be done after the last rinse. By hanging the clothes on the line and removing them carefully, many pieces may be used without ironing. Sheets and bath towels are commonly folded from the line.

Ironing is a slow process but may be facilitated by good methods. The height and width of the ironing board, the freedom of movement of the articles over it, and the condition of dampness of the article to be ironed all affect the rate of work and the finished prod-

is multiplied by the number of quarts of water in the machine, the amount to be added will be known. The machine should run from ten to twenty minutes for each load, depending upon the condition of the things being washed and upon the type of machine. Care should be taken that the machine is not overloaded. As the water becomes dirty, draw off several gallons and add clean hot water and soap. A hot rinse should follow the hot suds and is best done in the machine. This should be followed by a cold rinse which may or may not contain bluing. If bluing is used, aniline bluing is the best because it will not cause rust or blue spots. If the washing is small, the second suds will be satisfactory to use for the colored

uct. It is better to dampen the clothes the previous evening or to iron them while still damp from the washing. However, if it is necessary to iron them soon after dampening, the use of warm water will quicken the process.

Some fabrics and garments require special consideration.

Many fabrics and garments are not washed with the regular laundry but by a special method regarded as best suited to them. Wool materials should never be washed in hot water. They should not be rubbed but squeezed up and down in suds that feel comfortably warm to the hands, and rinsed in clear water of the same temperature. The suds should be made with a mild soap. When ironed, a cotton material should be placed between the wool fabric and the iron. Silk and nylon materials are washed in much the same manner as wool ones. It is considered best to fold the wet garment in a towel and when nearly dry to press it on the wrong side with a warm iron. Rayon materials are washed gently in warm suds made with a mild soap. They are never wrung, twisted, or scrubbed. They are ironed on the wrong side with an iron that is *not hot*. Some rayon fabrics are ironed while damp, others while dry. Rayon knit garments should be laid flat to dry, and woven garments are best hung on a clothes hanger to dry. Silk, nylon, and rayon hose should be washed carefully and hung in a protected place to dry. Nylon hose dry quickly, but rayon hose require as much as 36 or 48 hours.

Lace should be washed in warm soapsuds and squeezed up and down in the water until clean. It should be thoroughly rinsed and tinted if desired. It should then be pulled and patted into shape on a flat covered surface and pinned carefully in place with pins



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With the steam iron it is not necessary to dampen clothes or use a damp cloth to press suits. This iron is very practical for use in ironing sweaters.



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The pressure type of ironer is popular and effective.

placed in upright position. Lace is much better not ironed. Net or lace curtains should be washed in the same manner and then dried in curtain frames or stretchers. This method requires no ironing. If a little stiffening is desired, the curtains can be dipped in a starch paste before putting them in the frames.

Wool sweaters can be laundered easily at home. Prepare a "blanket wash" by the following method and use instead of soap for washing: Dissolve one

large bar of mild white soap in three quarts of hot water. When thoroughly dissolved and somewhat cooled, add one-half cup wood alcohol and two tablespoonfuls of borax. Use sufficient of this blanket wash to make a good suds. If preferred, mild soap flakes may be used instead of the blanket wash. Take the important measures of the sweater and record them:

Back and front lengths

Sleeve length

Width of back—

 shoulder to shoulder

 hip to hip

Width of front—

 shoulder to shoulder

 hip to hip

Width of arm

Waist measure if necessary

Use a squeezing motion in washing, and do not rub. If the sweater is large and heavy, the washing machine should be used. The sweater may be washed through two or more suds. When sweaters are extremely soiled, the addition of a special detergent to the "blanket wash" suds is helpful. It is made as follows: $1\frac{1}{2}$

ounces castile soap, dissolved in 1 pint of hot water. Add 3 quarts water, 1 ounce wood alcohol, 1 ounce ether, 1 ounce ammonia. Stir vigorously. When the sweater is thoroughly clean, rinse through several clean warm waters. Squeeze out as much water as you can by hand, or loosen the wringer and run the sweater through. Place towels or old sheets on a table. On this well-protected flat surface, shape, pat, and press the sweater back into shape according to the recorded measurements, and leave until dry. If the color runs or "bleeds," it is often well to rinse until the bleeding for the most part ceases. If the sweater is of such a tint or shade that the running dye may discolor it, put towels between the folds or double thicknesses when pressing the sweater to dry. The steam iron is very satisfactory to use in finishing up a sweater. It gives it much of the original finish that seems to come off in washing.

The "blanket wash" and detergent are excellent to use in washing any kind of wool garment or material, especially if it is badly soiled.

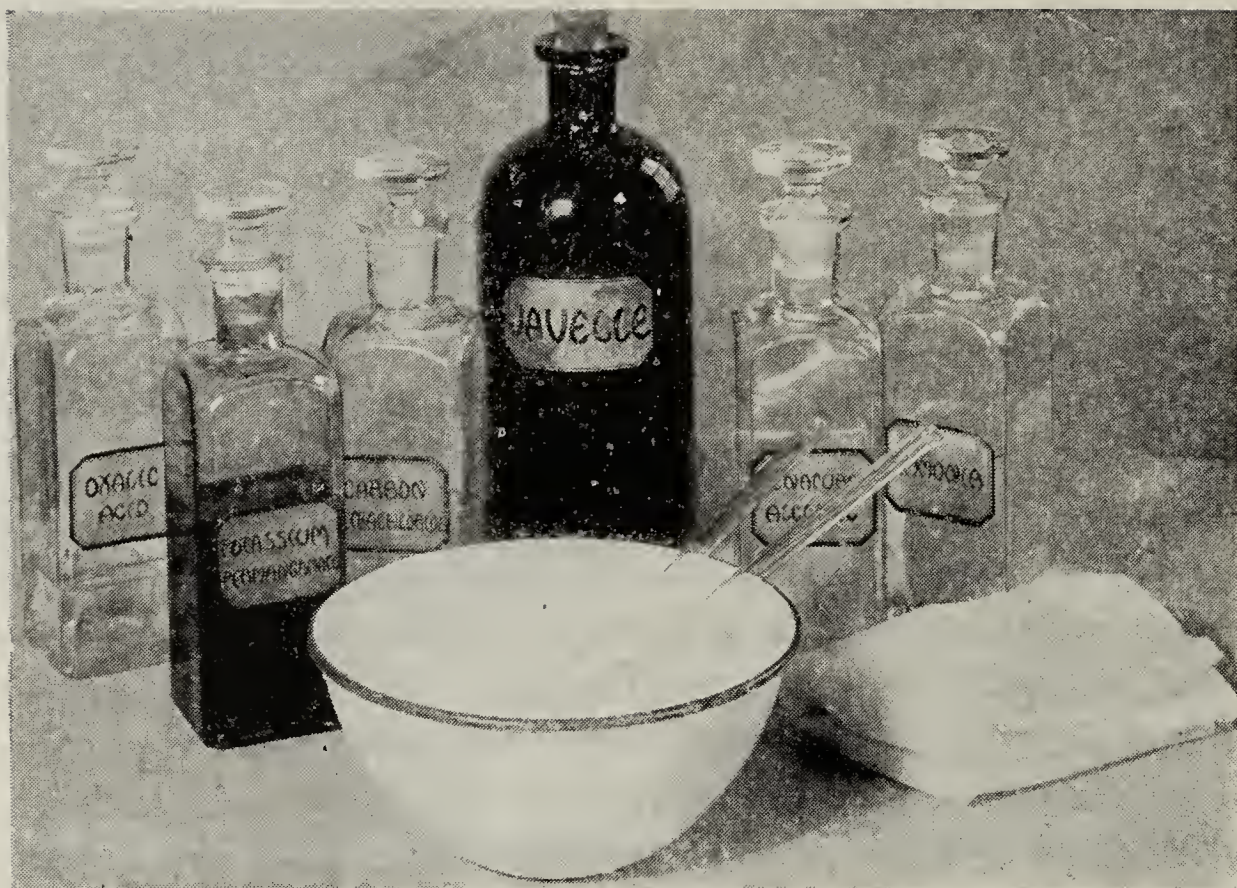
Many ready-made garments and household linens now have labels that include directions for laundering. This is most helpful in giving them the proper care.

For your thinking and doing

1. Compare the laundry methods suggested here with those used in your home.
2. Estimate the cost of doing your laundry at home.
3. Estimate the cost of having your laundry done at the commercial laundry by each of the following: wet wash, rough dry, flat finish, and hand ironed.
4. Launder curtains, laces, a wool sweater, a wool garment, a rayon garment, table linen, or bed linen.

Problem 6. How shall we remove stains from clothing and household linens?

Do you ever recall discarding a garment because of an unsightly stain, or have you ever known a choice tablecloth to be ruined by a spot that had become permanent? Almost every household has a number of garments and articles that are discarded from useful



Good Housekeeping Institute

Stains should be removed as soon as possible after they have been acquired. Therefore, it is wise to keep the proper equipment on hand for removal of most of the common stains.

service long before they are worn out because of stains which might have been removed. Suppose a list of these articles for one year read as follows: 4 napkins, 1 sheet, 1 blouse, 3 towels, 1 slip, 1 boy's shirt, 7 handkerchiefs. The loss in terms of money might be as much as eight or ten dollars to the family. This of course is more than most families could afford, and to avoid such loss certain desired things would have to be foregone. If the homemaker is to prevent loss of money through stained garments and household linens, she must understand the nature of the fabric and the stain in order to choose the best method of removal.

The nature of the stain and the fabric determines the method. The most common fabrics are classed as cotton, linen, rayon, silk, and wool. As you know, the first three are of vegetable origin, and the others are of animal origin. This difference is important, as each of the two classes of fabrics requires the use of different chemicals in stain removal. In general, acids injure vegetable fibers and alkalis injure animal fibers. This applies to weak solutions of these

chemicals, for strong acids and alkalis are harmful to all fibers. When it is necessary to use an acid on vegetable fibers, only a weak solution should be employed. This should be carefully neutralized by ammonia after the stain has disappeared. Only the very mildest alkalis, such as borax or dilute ammonia, should be used on animal fibers. Very hot water will turn wool and silk yellow, and hand rubbing should be avoided. Rayon fabrics are weakened by water, and boiling decreases their luster. Weak or dilute acids do not usually harm rayons but strong acids do. One type of rayon is *acetate* dissolved by strong acetic acid and also by acetone. Alkalis rapidly destroy most rayons, and bleaching agents should be used with caution. Quite as important as the nature of the fabric is the nature of the stain. These are of various types, including fruit, chocolate, egg, grass, grease, ink, make-up, and many others. Because there is such a great difference in the nature of these stains, as well as in the fabrics, it is impossible to give any one rule for stain removal. Each must be treated in its own particular way and according to the fabric from which the stain is to be removed.

Stains are removed by three methods. Most stain removers are classed as absorbents, solvents, and bleaches. If you drop ink on paper, you may use a blotter that will absorb most of the ink. Common absorbents for stains are talcum, fuller's earth, French chalk, starch, blotting paper, and bolted meal. When absorbents are used, the spots are covered with the powders and allowed to stand for several hours. They are brushed and covered again if necessary. Complete removal is seldom possible through use of absorbents. They are harmless to all fabrics.

Solvents remove the stain by dissolving it. Most of our stain removing is done by use of solvents. Common solvents are water, alcohol, acetone, benzine, naphtha, carbon tetrachloride, chloroform, ether, gasoline, and turpentine. If cold or warm water is used as the solvent, the material is sponged or soaked in the water and then washed. When hot water is used, the stain material is stretched over a bowl and boiling water is poured through the stain from a height. The other solvents—alcohol, turpentine, carbon tetrachloride, chloroform, ether, benzine, naphtha, and gasoline—are used if water will spoil the material or if the stain will

TABLE FOR STAIN REMOVAL

<i>Stain</i>	<i>Fabric</i>	<i>Method</i>	<i>Supplies</i>	<i>Procedure</i>
Blood	Cotton, linen, or washable rayon	Solvent	Lukewarm water	Soak at once and then use ordinary laundry methods to remove stain.
Blood	Silk or wool	Solvent	Cold or lukewarm water	Sponge stain.
Blood	Heavy fabrics and wool	Absorbent	Raw starch paste	Apply to stain and repeat until stain disappears.
Bluing	Cotton and linen	Solvent	Vinegar and water	Soak fabric in liquid and wash.
Candlewax	All types	Solvent	Wood alcohol, carbon tetrachloride, benzine, or chloroform	Remove as much paraffin as possible; then sponge with, or dip in, solvent.
Chewing gum	All types	Solvent	Benzine, gasoline, or carbon tetrachloride	Apply directly to the stain.
Chocolate and cocoa	White cotton and linen	Solvent	Boiling water	Pour from height.
		Bleach	Javelle water or potassium permanganate	Apply directly to the stain.
Chocolate and cocoa	Wool, silk, or nonwashable fabrics	Solvent	Carbon tetrachloride, gasoline, or naphtha	Apply directly to stain.
Egg	All types	Solvent	Cold water, warm water, and soap	Wash in cold water, then in warm water and soap.
Fruit	Linen and cotton	Solvent	Boiling water	Pour from height.
Grass	All types	Solvent	Ether or alcohol	Apply directly to the stain.
Grease	Cotton and linen	Solvent	Warm water and soap	Use ordinary laundry methods.

TABLE FOR STAIN REMOVAL—(Continued)

<i>Stain</i>	<i>Fabric</i>	<i>Method</i>	<i>Supplies</i>	<i>Procedure</i>
Grease	All types	Solvent	Carbon tetrachloride or benzine	Apply directly to the stain.
		Absorbent	Magnesia (commercial)	Apply directly; let stand several hours.
Ink	White cotton and linen, wool and silk	Bleach	Weak solution of oxalic acid; weak solution of ammonia	Apply as in iron rust.
Iron rust	Linen and cotton	Bleach	Weak solution of oxalic acid; weak solution of ammonia	Apply acid with glass rod; when stain has gone, apply ammonia and rinse with water.
Lipstick	Cotton and linen	Solvent	White petroleum jelly and carbon tetrachloride	Apply jelly to stain. Let stand for one hour. Sponge stain quickly with carbon tetrachloride. Rinse in cold water.
Mildew	Cotton and linen	Bleach	Javelle water	Apply directly to the stain.
Nail polish	White cotton and linen	Solvent and bleach	Gasoline, benzine or turpentine and Javelle water	Apply solvent directly to stain until it softens; then apply Javelle water until color disappears. Rinse in warm water.
Paint	All types	Solvent	Turpentine and gasoline	Apply turpentine to stain; then follow with gasoline.
Tar	All types	Solvent	Lard and carbon tetrachloride, gasoline, or naphtha	Apply lard to stain. Rub in and let stand one hour or longer. Sponge with carbon tetrachloride or other solvent or dip in solvent.

not dissolve in water. The last four are highly inflammable and should be used with caution. In using these, place the stain over a pad of cloth, apply the solvent, and work from the edge of the stain to the center. It will be necessary to change the underpad frequently. Carbon tetrachloride, benzine, naphtha, and gasoline are often used for cleaning garments and fabrics by dipping them up and down in the substance a number of times and then allowing it to evaporate.

Bleaches act as stain removers by taking out the color that makes the stain noticeable. For this reason, they are used only on white material. Bleaching agents are sunlight, lemon juice, sour milk, borax, sulphur, oxalic acid, hydrogen peroxide, potassium permanganate, and Javelle water. A number of short applications of a dilute bleach are safer than a long application of a strong bleach. In using bleaches, place the fabric with such stains as fruit, ink, or iron over a bowl of hot water, and apply the bleaching agent a drop at a time. When the stain changes color, dip the fabric in the water, and rinse with ammonia and then with clear water. Javelle water should be used only on white linen and cotton. If potassium permanganate leaves a pink stain, it may be removed with dilute oxalic acid. Potassium permanganate can be used on white fabrics other than rayon.

Certain stain removers should be in every household. Many stains occur frequently in the home, and it is well to have chemicals and equipment on hand for use in removing such stains at once. A suggested list of supplies is: Javelle water, potassium permanganate solution, oxalic acid, ammonia water, carbon tetrachloride, French chalk, cream of tartar, a medium-sized bowl, a medicine dropper, a glass rod with rounded ends, several pads of old muslin, and a small sponge.

Javelle water is prepared as follows: Dissolve one-half pound of chloride of lime in two quarts of cold water. Dissolve one pound of washing soda in one quart of boiling water. Pour the clear liquid from the chloride of lime into a bottle and mix with the solution of washing soda. Cork and keep in a dark place.

Oxalic acid is a poison and should be so marked. To prepare the solution, dissolve one ounce of the acid crystals in three-fourths of a cup of warm water.

The potassium permanganate solution is prepared by dissolving one teaspoonful of crystals in one pint of water.

There are accepted methods for removing stains. When we know the nature of the stain, its removal can be accomplished by tested methods. If its nature is unknown and does not appear to be greasy, the procedure should be as follows. First, if the fabric will not be injured by water, try cold water. If this fails, try warm water. Before using the water on the stain, it is well to try the water on some part of the article that doesn't show. In using water, sponging with a wet cloth is the best method. The article should be spread flat on a folded cloth with the wrong side up. It should be sponged from the back with a clean, soft, lintless cloth, wrung from the water until nearly dry. Light brushing motions should be used. In some instances it may be desirable to soak the article in the water and wash as in regular laundering. If cold or warm water fails, try chemicals, using first those that are fat solvents. Hot water should be avoided in treating unknown stains until other substances have been tried, as hot water sets many stains. If the effect of a stain remover upon the fiber or color is not known, test the material by applying a little to a sample or to an unexposed portion of the goods. It should be determined whether the stain requires an absorbent, a solvent, or a bleach, and the procedure for use of that type of stain remover should be followed. If the color is removed, it sometimes can be restored by careful tinting or by sponging lightly with pure acetic acid. The table on pages 250 and 251 indicates how common stains may be removed.

One of the problems in stain removal is how to avoid rings left by the solvent. They are caused by some of the dressing of the fabric running back into the edge of the dampened portion which later dries, holding the extra dressing there. Care and practice in removing stains help in avoiding this. Having the cloth only slightly moist and allowing the place to dry rapidly help also. Dipping the entire article in the solvent of course prevents rings.

For your thinking and doing

1. Enlarge the stain-removal chart on pages 250 and 251 by adding other stains and ways of removing them.

2. Suggest other ways of removing several of the stains included in the chart on pages 250 and 251.

3. Remove stains from fabrics by the use of each of the following: absorbents, solvents, and bleaches. Compare the methods in respect to expense, time required, and results.

4. Make a list of "Do's and Don'ts for Stain Removal."

Problem 7. **How can the house be freed of common household pests?**

Have you ever known a homemaker to be dismayed over the appearance of an apparently never ending procession of ants to the refrigerator or the ravages of mice in her linen closet? There is scarcely a house that does not suffer from such invasions at some time. The presence of pests always brings discomfort, but there are other reasons why they should be eradicated. They destroy property and are a menace to health. Many of the pests are known carriers of disease.

Have you ever thought of the patient research that had to be done before warfare could be successfully waged on flies, mosquitoes, or mice? In order to make prevention possible, it is necessary to know the life cycle and food habits of each pest.

Prevention is the first consideration. The first step in this is exclusion. Our houses are screened to exclude flies and mosquitoes. Basements are cemented, among other reasons, to exclude mice and rats. Of course the exclusion must be complete if the pest is to be kept out. One loose window screen may fill the house with flies, and one door that stands partially open may let in mice or rats that may soon start a colony of these animals. It is wise to plan for total exclusion, but in the use of the house, situations may arise that make this impossible. It is especially difficult to be wholly successful when there are little children in the home. An open door or an unhooked window screen, left so in their play, can easily undo weeks of caution.

Scrupulous cleanliness is the second step. No food should be left uncovered, crumbs should be swept up, and regular disposal of garbage should be practiced. Dark corners should be kept clean.

Cracks and crevices should be filled. Entire removal of the pests' food supply would eliminate them. It is difficult to accomplish this, as their food habits are varied and not fully known. However, cleanliness does much to prevent easy access to food.

Preventive measures should be practiced all of the time. The pests reproduce so rapidly that they are much easier to keep out than to get rid of. Here an ounce of prevention is worth a pound of cure. Sometimes, in spite of all precautions and preventives, the unwelcome visitors may come. Measures for extermination are then necessary.

Each pest requires a specific method for extermination. Perhaps of all the household pests, *flies* are the most common. They have long been known to spread disease. Because of this the fly is sometimes called "the typhoid fly." Flies live and breed in filthy places and then come into our homes. They multiply very rapidly, and in the summer months alone one fly can produce millions. Even the swatting of one fly is a worth-while accomplishment. The fly is an enemy to man and should be fought continually. Screens, swatters, traps, poisons, and insect powders are effective. No clean house will harbor flies.

Recently a powerful insecticide has been discovered and is known as DDT. It kills flies, as well as mosquitoes, bedbugs, moths, fleas, ants, cockroaches, and fleas and ticks on animals. It is available in powder or liquid form and for home use should be of the 5 per cent strength. The preparation is applied to surfaces on which the insects walk or live. This is done by means of sprays. The insecticide remains effective for as long as six months. The action is a delayed one, and though the insects do not die at once, most of them are dead in thirty to ninety minutes. While a toxic substance, if used according to accompanying directions, it is quite safe. Of course the product purchased should be one of a reliable company.



U. S. Bureau of Entomology

The work of the case-making clothes moth is thorough and complete in ruining material.



U. S. Bureau of Entomology

The webbing clothes moth is one of the most destructive pests in the home.

kerosene every two weeks in the summer. Old tin cans, pails, and bottles should be removed, and barrels and tanks should be covered with fine wire netting. A repellent mixture, a few drops of which are placed on a cloth and hung on the bed at night, will drive away mosquitoes. The formula is as follows: oil of citronella, one ounce; spirits of camphor, one ounce; oil of cedar, one-half ounce. Anything that will make a dense smoke will drive away mosquitoes. Pyrethrum powder made into a paste and burned is effective.

Clothes moths are among the most destructive pests in the home. The damage is done by the larva or worm which develops from the moth egg. Sunlight is a direct menace to the moth. Wool materials, furs, and feathers should be thoroughly cleaned, brushed, aired, and sunned before they are put away to dislodge any moth eggs or larvae on them. Washing the garment in gasoline is effective. Wool garments so treated may be sealed in bags to protect them from further infestation. Camphor, naphthalene, cedar, and tar are all moth repellents, effective if the garments are put away entirely *free* from moths and moth eggs. If a closet becomes infested with moths, it should be scrubbed thoroughly and sprayed with gasoline, benzine, or kerosene. Moth balls when fresh should be used at the rate of one pound to an average-sized trunk. One of the best repellents is paradichlorobenzene, commonly known as dichloricide. It may be obtained in bulk by the pound or in packages under various trade names. It is placed in cheesecloth bags

Because DDT is so new, further research may reveal more facts and uses of the product.

Mosquitoes, one species of which carries malaria, another yellow and dengue fever, and all of which cause discomfort in various ways, should be excluded by screens at the doors and windows. All breeding places, such as ponds and pools, should be drained or oiled with

or perforated cans and hung in the closets or scattered freely in trunks or chests. Being of a volatile nature, its fumes penetrate the garments and furnishings and protect them from the moth. It is powerful in its effect, and the articles so treated do not retain their odor long after they are in the open air.

Bedbugs are found in dusty and undisturbed places. They are easily carried in clothing and are difficult to get rid of. They locate in the cracks of beds and in the seams and tuftings of mattresses, as well as in the walls and woodwork of the rooms. If infested, the bed should be gone over with care and washed with kerosene or gasoline, injected well into the cracks. Oil of turpentine may be used in the same way. The bedding may be treated with gasoline. This treatment should be repeated every three or four days for two weeks so that the bugs hatching in the intervening periods may be killed. Boiling water kills both bugs and eggs, but it injures paint and varnish. Corrosive sublimate made into a solution of one part to five parts of boiling water is effective but is a deadly poison and must be used with extreme care. Fumigating with sulphur will kill bedbugs but cannot be depended upon for complete extermination. If bugs continue to appear, all wallpaper should be removed, the woodwork varnished or painted, and the walls repapered. Insect powders have been found effective. By placing the powder all along the woodwork, in the cracks of the floor, in the beds, and in the tufts of the mattresses, extermination will be complete after a period of several weeks.

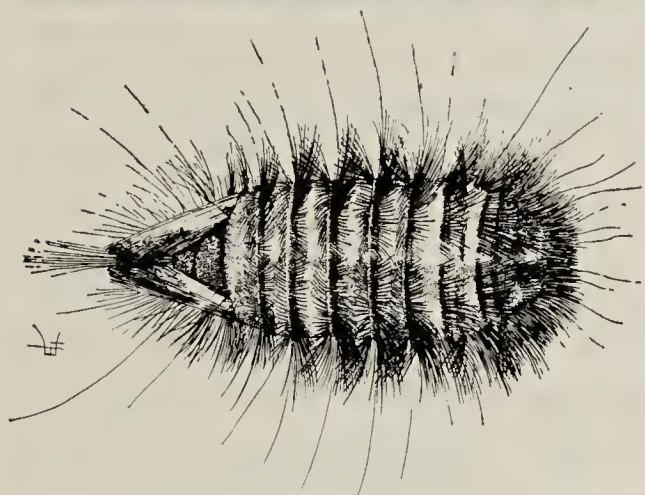
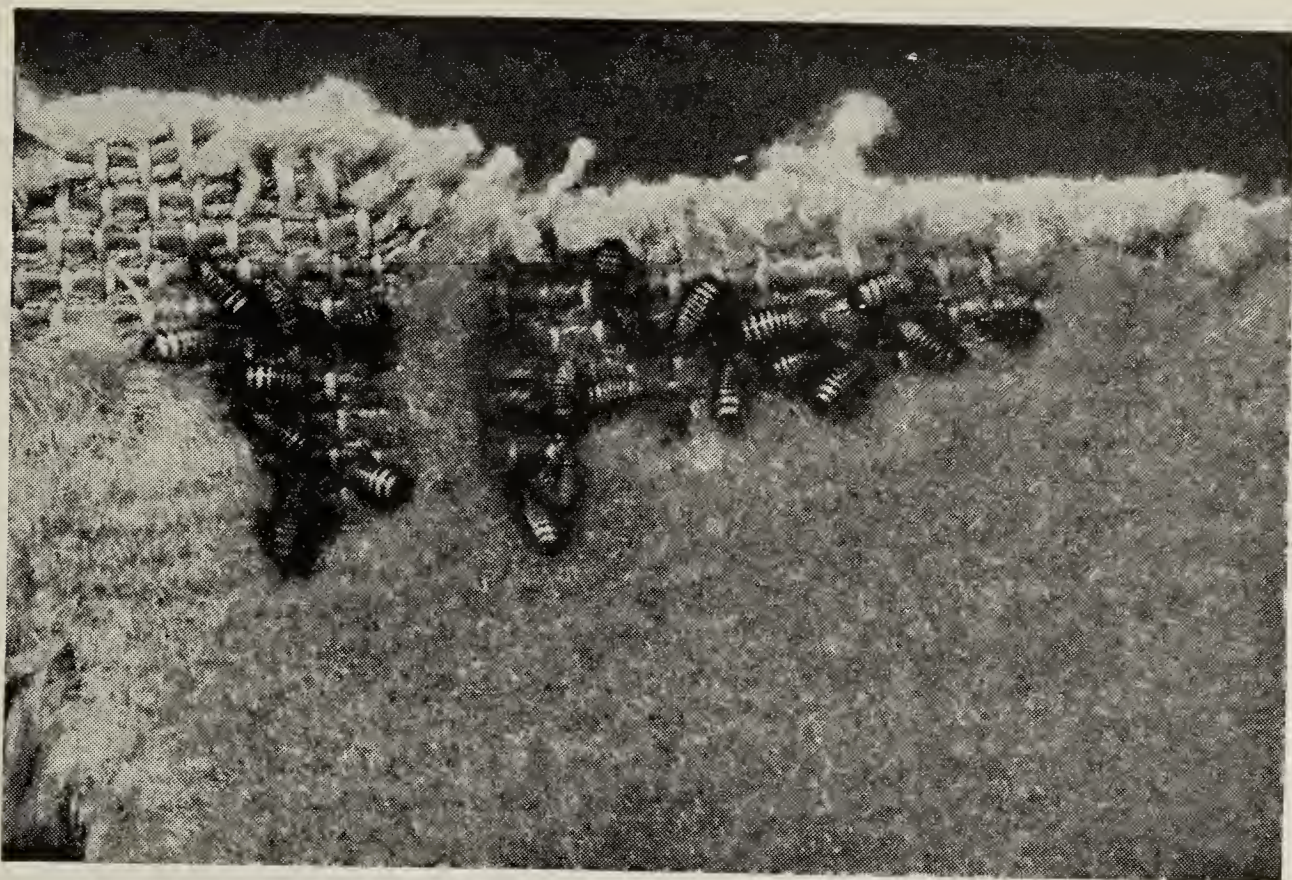
Cockroaches of a number of varieties are prevalent in various parts of the country. Many apartment dwellers find cockroaches an almost constant pest. They are attracted by dampness, bits of food, and trash of all kinds and are difficult to exterminate. Sprinkling borax, sodium fluoride, or pyrethrum freely, day after day, will get rid of them. Sodium fluoride is the most effective of the powders. The use of phosphorus paste daubed on the inside of small tubes of paper and placed where the roaches commonly appear is another method. Roaches like rancid grease and can often be caught in a pan well lined with grease, as they cannot crawl through it. However, if the infestation is heavy, the only dependable means is by thorough fumigation.

Ants are difficult to fight because they are small and come in great numbers. There are many varieties—large and small, black, white, and red. Ants are attracted by various food substances, especially fats and sugars. These foods should be kept in closed containers, and crumbs or small amounts of food spilled on shelves or tables should be cleaned off at once. If it is possible to locate the nest, destroy it by treating with carbon disulphide, benzine, gasoline, or kerosene. If the nest cannot be found, look for the opening or crack through which the ants enter, and fill it with kerosene. An effective method is to moisten sponges with syrup made by dissolving one pound of sugar in one quart of hot water and adding one-fourth ounce of arsenate of soda. Some of the ants carry this poisoned liquid back to the nest and feed it to the others there and thus kill the entire colony. This solution is highly poisonous to man and should be used with precaution. Placing the legs of tables and refrigerators in small dishes containing oil or kerosene is helpful. A number of effective commercial preparations for getting rid of ants are now on the market.

The silverfish moths, which are injurious to books, papers, and starched clothing, are attracted by starch. One teaspoon of powdered white arsenic mixed with one-half cup of flour may be made into a thin paste by adding boiling water. This is spread on small pieces of cardboard and placed where the silverfish moth has been found. Pyrethrum and sodium fluoride are useful in controlling these insects. Both arsenic and sodium fluoride are highly poisonous to man.

Centipedes may become a nuisance in bathrooms, moist closets, cellars, and around heating pipes. Pyrethrum powder will aid in getting rid of them.

The buffalo moth or *carpet beetle* is destructive to wool. The damage is done by the larvae which are particularly active in the summer and fall, although in furnace-heated houses their activity may continue throughout the year. The adult, a small beetle with black-and-white mottlings and an irregular reddish stripe down the back, may be found feeding upon the pollen of flowers. It does no damage in this stage, but it may enter houses through cracks or crevices and deposit eggs which later hatch into active brownish



U. S. Bureau of Entomology

Top, carpet beetle larvae at work; bottom left, an enlarged drawing of the larva; bottom right, the adult carpet beetle.

worms or larvae that may work havoc upon carpets or other wool materials. There is no entirely reliable remedy for this pest. When once carpet beetles have gained entrance to the house, long continued efforts are necessary if they are to be eradicated. The appearance of the carpet beetle suggests that carpets be replaced with rugs. Crevices under the baseboards and cracks in the floor should be thoroughly cleaned out and treated with benzine and then filled with a crack filler. Repellents are of little value, but fumigation has been found effective.

Termites are among the most destructive of the insect pests. There are nearly 2000 known species of them and 58 are actively at work in this country. They are found in all of the states but do their greatest damage in the southern, central, and Pacific states. They live on wood and other cellulose materials. They need moisture and darkness for life and growth. Their dwelling place is in burrows, hives, and tunnels that they make themselves out of trees and lumber in buildings. Termites have three castes: the workers, the soldiers, and the kings and queens who do the reproducing. The workers are a cream or whitish soft-bodied insect, not so frequently seen as the others. The soldiers are darker in color and have long jaws and armor-plated heads. The kings and queens are the ones with wings and do the swarming. They are the most frequently seen. It is the workers that do the destructive work on the wood. Termites will almost completely destroy what they infest, with the exception of a thin outer shell which they always leave. It is possible for a wooden building or even a piece of furniture to be destroyed almost entirely by termites if no measures are taken to exterminate them. Termite control consists of preventing their infestation and getting rid of them once they are started. The best way of preventing termites is to use "termite-proof" methods when building a house. These consist largely in keeping the wood from touching the earth and specially treating all wood that does, and by excluding water from the wood. Attacking termites once they are in a building includes treating all wood that touches the earth; treating the earth for some distance around the wood; cleaning all trash that has accumulated in basements, on porches, or against the house; treating and repairing cracks in concrete and stone walls; replacing infested pieces of wood; and treating holes, openings, and termite tunnels or burrows. Getting rid of termites usually requires more services than the family can give. The work of experts is needed. When a termite is first seen, something should be done about it at once.

Rats and *mice* are destructive and increase rapidly. They are known to be carriers of deadly diseases. All openings through which they would be likely to enter houses should be closed or screened. Holes should be filled with a mixture of cement,

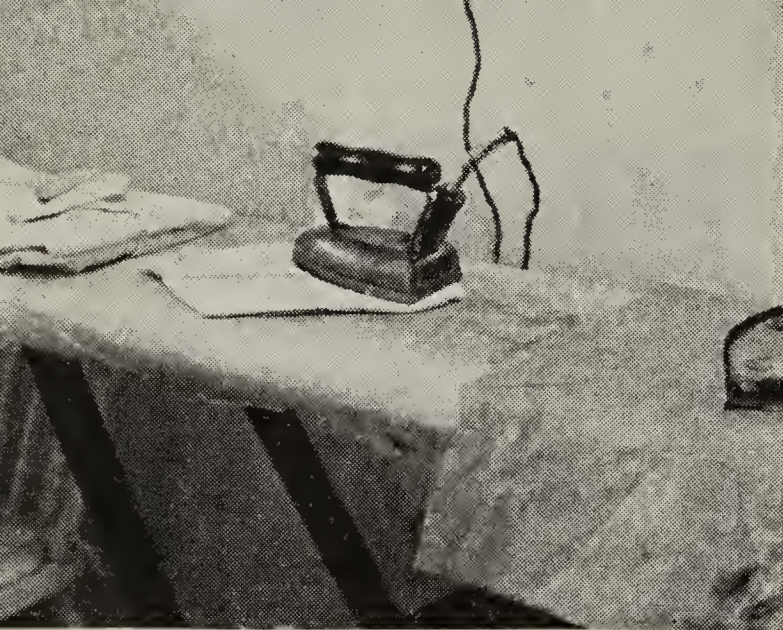
sand, and broken glass or crockery, or covered with a sheet of metal. Traps of various kinds should be used continually. Poisons are effective but must be used cautiously in order that the lives of children and animal pets be safeguarded. Poison should never be used if there is a toddler or a pet dog in the house. Barium carbonate is a cheap effective poison. Make a dough of one part of barium carbonate and four parts of meal or flour, or make a stiff dough of oatmeal with one-eighth of its bulk of the barium carbonate. Barium carbonate spread on fish or moistened toasted bread, or on ordinary bread and butter, makes attractive bait. Strychnine is quicker but more dangerous. Strychnine sulphate is the best form to use. A few crystals inserted on the point of a knife into pieces of raw meat, wienerwurst, or toasted cheese is good bait. If arsenic is used, mix one pound oatmeal, one pound of coarse brown sugar, and one teaspoon of arsenic. Keep this mixture in an earthen jar. A tablespoon of this mixture, placed where rats have been, usually eradicates them. Few cats are really efficient ratters. An Irish, Scotch, or fox terrier is usually a good rat dog if properly trained.

For your thinking and doing

1. Make a plan to rid a home economics classroom or your home of some pest.
2. Ascertain the estimated year's loss for your county from each of the common household pests.
3. Outline the measures that are necessary to make a house "flyproof," "mosquito-proof," "termite-proof," and "rat-and-mice proof."
4. What would you do if you found ants in your breadbox?
5. Make a chart of household pests common in your community. Include for each the damage caused and the means of prevention and extermination.

Problem 8. How can the house be made a safe place to live?

Far too great a number of people are injured by accidents every year. Many of these accidents are needless and might easily be prevented. Accidents kill more than 100,000 people annually and



National Safety Council

The overheated electric iron, neglected for a short while, causes many a fire.

permanently disable nearly 400,000. Over one-third of these accidents happen in the home and more of the fatal ones occur here than elsewhere. The estimated yearly cost of home accidents that are not fatal is at least \$630,000,000. This includes medical attention, loss of wages, and other expenses connected with the accidents. This makes an interesting comparison to industrial accidents,

which are responsible for only one-sixth of the total. Also, home accidents are only being slightly decreased, while those in industry are markedly decreased. Accidents do not just happen. They are results of definite causes, the chief ones being bad habits, carelessness, haste, and a desire or willingness to take any kind of a risk. Everyone needs to be concerned about the situation and do his part in reducing the accident toll. The home, community, state, and nation, too, must help. We all want a safe place to live. One way by which this can be achieved is to lessen the number of home accidents.

Falls take the greatest toll of home accidents. Approximately one-half of the home accidents are due to falls. In the case of older people, such an accident is likely to be very serious. Studies show that the doctor bill for the average fall is \$132. More falls occur in the bedroom than in any other part of the house. This is probably because people move around here in the dark and when they are not fully awake. Next in order for accidents is the living room; then the stairs; and after these, the kitchen, dining room, and bathroom. The chief causes of falls are lack of light; objects on the floor that are out of their regular place; slippery and wrinkled rugs; stairs and steps with defective or no handrails; slippery floors and bathtubs; use of chairs, tables, boxes, and faulty ladders to reach high places; and walks and steps covered with snow or wet leaves. Any of these causes could be removed if a little thought and



National Safety Council

Both children and grownups may receive serious scalds from fingering hot pans on the stove.

time were given to the matter and certain bad practices discontinued. Such measures as the following would help materially in lessening accidents in the home: installing lights in all dark places; replacing all objects in their customary places and leaving nothing on the floor to be stumbled over; mending any defective rug; using nonslip pads under the rug; fixing or installing handrails on the stairs; removing any extra slippery spots on the floors; keeping the floors smooth but not slick; installing handgrips in bathtubs; using only a safe ladder for climbing; and cleaning or sanding icy and slick walks, porches, and steps before venturing out on them.

Scalds and burns are second in the number of home accidents. Their share is nearly 17 per cent. They are more often fatal to children but are also serious for adults. The causes of scalds include uncovered receptacles of hot water into which a person falls, scald-



National Safety Council

Shears are interesting but dangerous playthings.

ing liquid spilled from an upset utensil, falling or stumbling while carrying a hot liquid, excessively hot water in a bath tub or shower, spilled or spattered hot fat and steam from a utensil that is carelessly uncovered. Burns which are the result of fire include in their causes carelessly handled matches and lighted cigarettes; smoking in bed; inflammable cleaning fluids; gasoline and kerosene used to start coal and wood fires; unscreened open fires; holiday decorations and fireworks; house chimneys and flues; unsafe storage of oil mops, cloths, and sweeping compounds; defective electric wiring and equipment; and the unsafe location of equipment. Most scalds and burns are due to bad and careless practices, any one of which could easily have been prevented by doing just the opposite. Thus, an uncovered vessel of hot water should never be left on the floor; the handles of pots and pans on the stove should always be turned out of reach of children; the

cover of a utensil filled with steam should be lifted cautiously with the opening away from the hand; a burning cigarette or cigar should always be put out before leaving or disposing of it; matches should never be left where children can get to them; burning candles should not be placed near inflammable Christmas tree decorations; and clothing should not be washed with gasoline or naphtha in the house or near any type of fire out of doors.

In addition to being a cause of burns, fire is also responsible for great destruction of property. Every year a large sum is paid for property loss due to fire. The amount is around

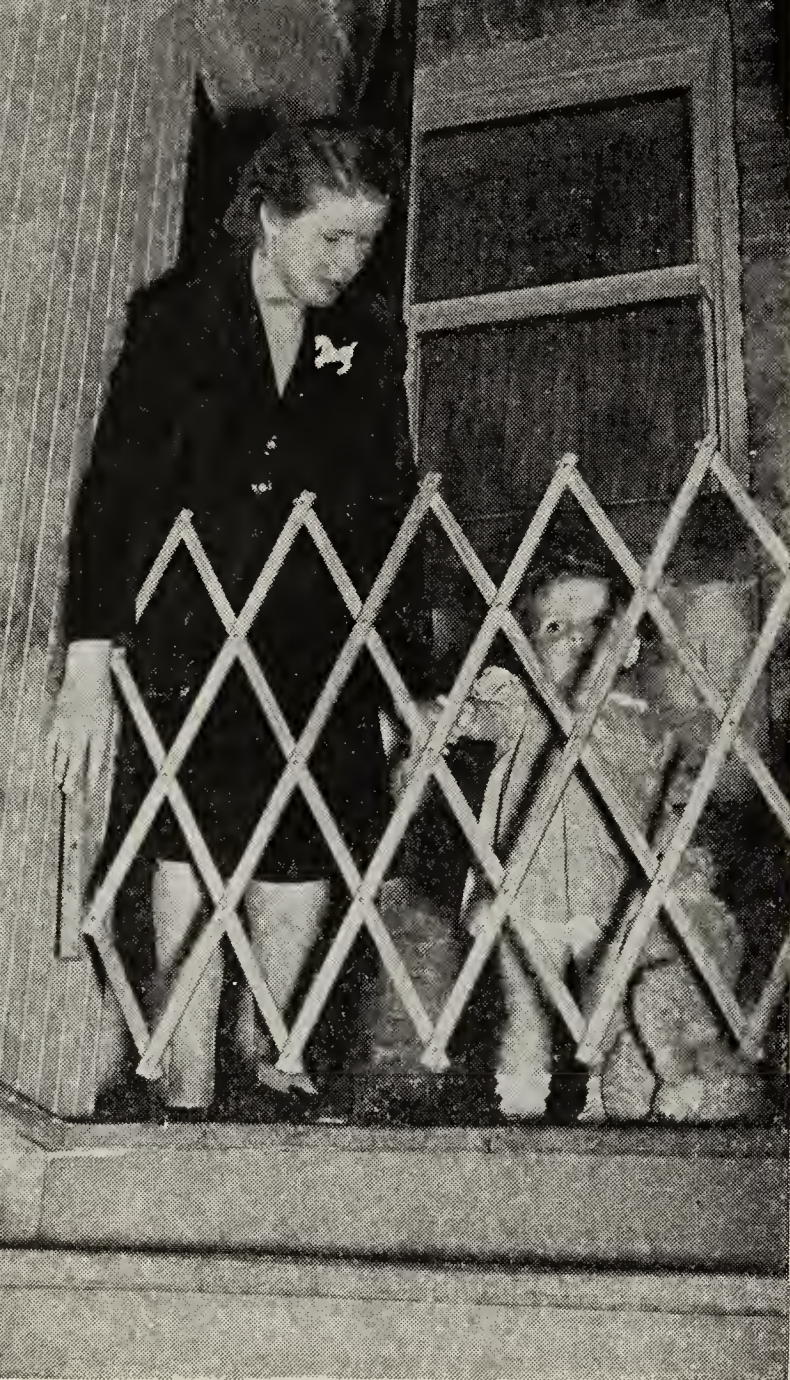
\$3,000,000,000. Few of our homes are built fireproof or in such a way that they prevent fires. Too, most of the furnishings and equipment are of such a nature that they easily take fire and burn. All possible causes should be removed, and frequent and regular checkups made to see that they do not reappear. It is recommended that each home organize a fire drill, and through this the family members will learn how to eliminate fire hazards, how to get out of the building safely in case of fire, how to save life if clothing is ignited, how to extinguish fires that frequently occur around the kitchen stove, and how to act so that no time will be lost in case of an emergency. There should be two means of exit in every house so that if one is blocked the other will be available.

Various other home accidents make up the remaining toll. These include poisoning, asphyxiation, cuts and scratches, electric shocks, the swallowing of foreign substances, and injury in the use of equipment. Most of the accidents caused by poisoning are due



National Safety Council

Touching the light chain while standing in a wet tub is an invitation to an accident.



National Safety Council

A tightly fastened gate assures the mother that baby cannot wander.

or porcelain insulation of cords, plugs, and sockets; together with water and dampness in which a person stands when turning on the electric current. Defective electrical toys are sometimes sources of both shocks and fires. All electric wiring and equipment should be carefully and frequently checked and any defects corrected that might result in a shock. Sharp tools, knives, and scissors, carelessly stored or used, are often the causes of cuts and scratches. While an injury of this type may be a slight one, if not given proper attention it may become infected. A serious injury may be the final result. Foreign substances put in the mouth are often swallowed. This type of accident happens more frequently with children than with adults. Common pins, safety pins,

to the curiosity of children and carelessness of adults. Pills that look like candy, lead paint from toys, poisons taken by mistake, medicine taken in the dark, and spoiled and poisonous foods are the chief sources of poisoning—any of which can easily be eliminated. Asphyxiation is generally due to monoxide gas from stoves and furnaces with improper drafts, gas and oil stoves burning in a closed room, a gasoline motor running in a closed place, and gas leaking from a poor plumbing connection or fixture. Small children are sometimes smothered by bedclothes. Accidents of this nature can be avoided if adequate preventive thought is given to the routine of daily living.

Electric shocks are the result of defective electric cords and appliances; inadequate rubber

tacks, tiny metal toys, and money are among the things swallowed. If the substance enters the windpipe instead of the esophagus, the situation is very serious. The habit of putting things, other than food or drink, in the mouth should be guarded against. Frequently families are careless about leaving objects, large or small, around in the yard or on the walks. Some of these objects are dangerous in themselves, as boards containing projecting nails, rakes, sickles, and scythes. Any object left out of place may be dangerous under certain conditions. The same care should be taken to put things in the yard and on the walks back in their right place when through with them. Kiddie-kars, tricycles, doll buggies, boxes, tools, and implements of various types out of place are objects that have caused many serious accidents, both within and outside the house. Leaving such things around where people unknowingly may come in contact with them is one of the worst forms of negligence.

A home safety check-up may be an aid. When followed by the needed corrections, such a procedure is a valuable means of making the home safe. A check list for this purpose has been prepared by the National Safety Council and is shown on this page and the next three pages. It can be used to check your home and also the school buildings and grounds.

Make a copy of this Survey Blank; do not write in this book.

HOME SAFETY SURVEY BLANK

DIRECTION:

This is a checklist to find out what hazards, which might cause falls and burns, are in your home. Look your house over carefully. Use the list as follows: The first item is "1. Are there handrails in good repair on all stairs?" If there are sturdy handrails in good repair on all stairs, check in the column headed "Satisfactory." If any of the handrails need fixing or if the stairs have no handrails check in the column headed "Correction Needs to be Made." After the handrails are built or repaired, check in the column "Correction Made."

<i>Question</i>	<i>Satisfactory</i>	<i>Correction</i>	
		<i>Needs to be Made</i>	<i>Correction Made</i>
1. Are there handrails in good re- pair on all stairs?	_____	_____	_____

<i>Question</i>	<i>Satisfactory</i>	<i>Correction Needs to be Made</i>	<i>Correction Made</i>
2. If there are small children in the home, are there gates at top and bottom of stairs?	_____	_____	_____
3. On poorly lighted stairs, are top and bottom steps painted white?	_____	_____	_____
4. Is there a clear landing at head of basement stairs?	_____	_____	_____
5. Do any of the stair steps or railings on porch and balconies need repair?	_____	_____	_____
6. Have all small rugs at head or foot of stairs or at landings been taken away or anchored securely?	_____	_____	_____
7. Are there electric switches at foot and head of stairs and near the bedside? (NOTE: Work involving electricity should be done by a competent electrician.)	_____	_____	_____
8. Are there electric switches at the entrance to each room?	_____	_____	_____
9. Has house wiring been inspected?	_____	_____	_____
10. Are all fuses (except service) of 15 amperes?	_____	_____	_____
11. Are all wells and cisterns covered securely?	_____	_____	_____
12. Are yard and lawn smooth and free from falling or tripping hazards?	_____	_____	_____
13. Are garage doors open before car is started?	_____	_____	_____
14. Are all outhouses free from tripping and falling hazards?	_____	_____	_____
15. Is the home provided with a strong stepladder?	_____	_____	_____
16. Is there a handhold near bathtub?	_____	_____	_____

<i>Question</i>	<i>Satisfactory</i>	<i>Correction Needs to be Made</i>	<i>Correction Made</i>
17. If members of the family smoke, are substantial ash trays provided at convenient spots?	_____	_____	_____
18. If kerosene or gasoline are used, are they stored outside the house in specially marked containers?	_____	_____	_____
19. Are hot ashes and coals always kept in metal containers?	_____	_____	_____
20. Are furnace flues and connections in good shape?	_____	_____	_____
21. Are all gas connections tight (including stove)?	_____	_____	_____
22. Are all inflammable materials placed well away from furnace or stove?	_____	_____	_____
23. Are the matches kept away from children and in a metal container?	_____	_____	_____
24. Are household tools kept sharp?	_____	_____	_____
25. Are household poisons plainly marked?	_____	_____	_____
26. Are all firearms put away and locked up?	_____	_____	_____
27. Are all lamps provided with solid bases or secure wall brackets and so placed that they cannot be dislodged?	_____	_____	_____
28. If lamps (other than electric lights) are mounted on wall brackets, is the wall behind protected by metal or asbestos?	_____	_____	_____
29. Is a metal stand or heel rest provided for the laundry iron?	_____	_____	_____
30. If there is an open fireplace, is a screen provided?	_____	_____	_____
31. Are metal containers with tightly fitting covers provided for oily rags and mopheads?	_____	_____	_____

Question

Have all the members of the family formed the practice of:

- | | | |
|---|----------|---------|
| 32. Keeping the steps clear of toys and other loose articles? | Yes_____ | No_____ |
| 33. Mopping up spilled water or grease, at once? | Yes_____ | No_____ |
| 34. Sprinkling cinders on icy walks or clearing up water before freezing? | Yes_____ | No_____ |
| 35. Watching where they are walking? | Yes_____ | No_____ |
| 36. Providing a place for everything and placing everything in its place? | Yes_____ | No_____ |
| 37. Striking matches away from the body? | Yes_____ | No_____ |
| 38. Turning pot handles away from front and edge of stove? | Yes_____ | No_____ |
| 39. Opening all doors of gas oven before lighting? | Yes_____ | No_____ |
| 40. Lighting the fires with kindling rather than with kerosene or gasoline? | Yes_____ | No_____ |
| 41. Keeping attic and basement free from rubbish? | Yes_____ | No_____ |
| 42. Touching electric fixtures with <i>dry</i> hands only? | Yes_____ | No_____ |
| 43. Discarding frayed electric cords? | Yes_____ | No_____ |
| 44. Using the fire extinguisher according to directions? | Yes_____ | No_____ |

For your thinking and doing

1. Decide the safety measures that should be taken in every home.
2. Plan a home fire drill for a family having several children and living in a two-story house.
3. List the home accidents that your family has experienced in the past year. Estimate the cost of each. Suggest how each might have been avoided.
4. Choose an accident that sometimes occurs in the home. Make a set of rules that would help prevent accidents of this nature.

Unit Activities

1. Assume the responsibility for certain cleaning tasks at home.
2. Clean some room at school and at home according to a plan.
3. Try to improve your methods in a given home cleaning task. Report your experiences and results to class.
4. Make beds in your home according to planned procedures. Evaluate these. Then try to improve your skills in bedmaking.

5. Clean silverware, utensils, dinnerware, and glassware in your home by different methods. Evaluate the effectiveness of each.
6. Help with or do the family laundry.
7. Bring a garment or a household linen into use through stain removal.
8. Use DDT to exterminate an insect pest in your home.
9. Follow through plans to exterminate some pest.
10. Make a home safety survey of your home. List the corrections that could easily be made at once.

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Ewing Galloway

Unit 6... Using Time in the Home

THE time of family members, if rightly employed, is an invaluable asset to the family. Every day spent by any person has in it worth in several lines. It has possible economic worth in that, through the work of the day, goods may be produced which add to the world's wealth. It has possible social worth in that, through its activities, the welfare of people may be advanced. It has also personal worth in that only as each day yields its satisfactions and joys to the individual can he have his share of

happiness. The individual's time must be well spent if all of life's possibilities are to be reached and if she and her family are to attain all that they may have or be.

The general idea seems to be that it is easier to use time well in a wage-earning job than in homemaking. Why is it more difficult for a homemaker or other family member to use her time well than it is for a worker in a factory? Perhaps it is the nature of the job, which is a rapidly changing one consisting of many diverse activities. Perhaps the homemaker may not know how to plan and manage. It may even be that she doesn't know the value of her time and is not interested in making the best use of it. Perhaps she does not realize that those family members who market and prepare meals, do the laundry, make their own garments, and can their own vegetables are contributing to family living in this use of their time just the same as the members who daily go from the home to earn money. Have you ever thought about how much your mother's labor is worth in actual dollars and cents to the family? Have you ever tried to figure it out? Suppose your mother should become ill, how much would you have to pay for help to do the work that she regularly does?

Doubtless you have heard the statement, "Time is money." In what way do you regard this as true? Time is like money in that only by careful planning can each day and each dollar yield full returns. Just as it is easy to allow some one need of the family to take more than its rightful share of the income, so certain home tasks seem to take more than their due of time. To reduce such tasks requires thought and study, but the results are well worth the effort. The time of the family spent in doing the work of the home should be budgeted or planned just the same as the income. Homemakers and other family members who do their work efficiently are those who plan their time carefully. The time schedule or time budget is a guide for the family to enable its members to accomplish more easily the necessary work of the home. If properly made, this budget will result in the saving of time and will add to family peace and harmony. Important, too, is what may be done with the time we save. It should be used to add to the enrichment and satisfaction of living for the individual and the family.

Problem 1. **What is the value of time spent in the work of the home?**

The value of the time spent in clerking in a store, waiting tables in a cafe, or teaching school is not difficult to state. This is because a sum of money is paid for such work. Thus we may say that the time spent in clerking in a store is worth \$100 per month, in waiting tables, \$80, or in teaching school, \$175, depending upon the time spent at the job, the skill of the worker, and certain other conditions. In each of these jobs a certain amount of time must be given each day or week by the worker, and the money received in return indicates, for most purposes, the money value of the time spent doing this particular work. Such is not the case as regards the work of the home that is done by the homemaker and other family members. Unlike these other workers, the home workers do not have a set wage scale and cannot measure their time in terms of dollars per month or week, with double pay for overtime. This does not mean, however, that the time of family members spent in the work of the home has no value, but that other things than money are commonly used as measures of its worth.

The work of the home consists of numerous and varied tasks. Many of these must be done each day, and some even several times a day, in order that the family be kept well and content. Other tasks are done less frequently, as once each week or month, and still others only occasionally. Tasks repeated frequently are called routine work and include dishwashing, meal preparation, laundry, and cleaning. They are the ones that may take most of the worker's time. Certain tasks require only the simplest of technical skills, such as dusting furniture and drying dishes; others require the highest type of managerial ability, as planning, preparing, and serving the family meals or guiding the children in their growing up.

Many of the home's jobs must be done at the same time. For example, a mother has dinner to prepare for the family. While she is doing this, she must look after two-year-old Billy, straighten up the house, and make plans to take seven-year-old Nell to the dentist next day to have her teeth examined. Even the high school girl

may be preparing a salad and setting the table for the evening meal at the same time; or she may be looking after baby sister and also mending her own hose. No two days are ever exactly alike, and no day can wholly be told beforehand. If you would write down all the home tasks that your mother did yesterday or today, you would no doubt be surprised at the great variety. If you would write down all of the home jobs that you did and then all that the other members of your family did, you would probably find a wide variety here too. Though the homemaker carries the main responsibility for the work of the home and does the largest share of it, the other family members have home responsibilities that resemble hers in many respects. Much that is said about the homemaker's job applies to the homemaking work of the other family members, only to a less degree. Because homemaking is such an unspecialized vocation, the homemaker is often called a "Jack of all trades." This might also be applied to other family members in reference to their work in the home. The following poem in a very humorous manner gives a picture of a homemaker's day that many would call typical:

ROUTINE

Up at six and fix the breakfast,
 (My man likes his breakfast hot.)
Seven—fix the baby's bottle;
 (Baby's crying, like as not.)
Do the dishes, heat more water—
 (Got to do the floor again.)
Make the beds and pick up clothing.
 (Never hangs a thing up. Men!)

Bathe the baby now, God love him;
 (Ten o'clock. So much to do.)
Now the floor's done. Heat more water.
 (Baby's washing. Curtains too.)
Run the vacuum, sweep the small rugs.
 (Fix another bottle now.)
Do the dusting, stop for luncheon.
 (Half a day got through somehow.)

Finish dusting, dress the baby—
 (Good as gold. Heart of my heart.)
Buy the groceries, chat a moment.
 (Hurry home, it's time to start
Supper.) Iron the baby's things, next.
 (Feed the baby. Fix the beans.)
Peel potatoes, light the oven.
 (Oh, the hot hours supper means.)
Don a clean dress, high-heeled slippers.
 (Still his sweetheart, tho' his wife.)
Do the dishes, tuck in baby.
 (Routine?—But I've made it LIFE.)¹

—E. LISBETH BURNS

Directing the household is a responsible part of the work of the home. This activity is called management, and a high type of ability is required to do it efficiently. Management, as you have already learned, consists both of planning and executing tasks and other responsibilities so the desired goals may be reached. It involves making decisions and evaluating results. The meals must be planned, the clothing must be arranged for, the home operated, the family life enriched, and the children must be guided and directed. Managing of the home is similar in many respects to the management of a business. Ninety-five per cent of the costs of running the homes of this country are administered by the homemakers. Such expenditure requires managerial ability and time for planning and executing. Many tasks in the home must be done by other family members than the mother, if the children are to have the proper education, if the work is to be done without overworking her, and if all are to share in making the home. The direction of their work naturally falls upon the homemaker. If she is to do it satisfactorily, she needs to be a good manager. Her ability as a manager is often the thing that determines the scale of living the family is able to maintain on its income. Fixing the value of this type of service is not easy. It will help, too, if she finds

¹ From the *Ladies' Home Journal*, copyright by the Curtis Publishing Co. Used by permission of the author.

a capable, willing assistant manager among the family members.

The homemaker's workday frequently exceeds eight hours. The eight-hour day has long been designated as the limit of hours man should work to earn his livelihood. This day has been accepted as legal in industry. Recently in some industries and under certain conditions even this eight-hour day has been shortened somewhat. It is believed that a workday longer than eight hours is not good for the worker and may, in certain instances, actually harm him. Homemaking is one vocation in which an eight-hour day has not been established. Neither has it been found long enough for the homemaker to care for her family without help. Studies indicate that it would require ten or more hours daily for a homemaker to care for a family of five in a home of six rooms, doing all of the work herself. These also indicate that homemakers use far more than eight hours daily in the work of the home. This is not surprising when we consider that five or six hours each day is used by many mothers in giving the baby ordinary care. In addition to this, the heavy schedule of regular and necessary home tasks must be carried. These too require time. For example, one task such as laundering requires on the average of seven hours per week. This may be shortened by superior equipment and good management. Many homemakers work until late into the night in order to do all the work that must be done. In such cases an adjustment needs to be made, or the health of the homemaker will suffer. Additional equipment that would lighten her work and shorten her hours would be desirable, as would additional help from family members or paid outsiders. The tired homemaker at the end of a twelve- or fourteen-hour day is in no condition to enjoy her family. Sometimes the other family members fail to realize that they are overworking mother and thoughtlessly do nothing to lighten her load. Any family member who is spending much more than eight hours daily in doing the work of the home needs some kind of help, either in managing or in doing it.

Various money estimates are made of the homemaker's time. A common procedure to follow in doing this is to list her home-making activities, stating the amount of time spent in each. Then the time spent at a given task is multiplied by the price that would

be paid for such work in the community. For example, in a western village the estimate might be made as follows:

3 hours dishwashing @ 35¢ per hour.....	\$1.05
2 hours sewing @ \$1.00 per hour.....	2.00
4 hours cooking and cleaning @ 50¢ per hour.....	2.00

and so on, through the various items. The hourly wage would be much higher in our larger cities. Of course there are a number of possible errors in such an estimate. Perhaps the first is that it is impossible to fix any fair value of the time spent in managing and directing the home. Another error is that no value is given to having the homemaker always on hand and available to do the unexpected tasks.

Such an estimate was made of a farm homemaker's services in her home over a period of thirty years. The values assigned each activity seem low in terms of today's prices. Even so, the grand total is impressive.

235,425 meals @ 10¢ per meal.....	\$23,542.50
2,989 garments @ \$1.00 apiece.....	2,989.00
29,200 loaves of bread @ 5¢ per loaf.....	1,460.00
3,120 cakes @ 20¢ per cake.....	624.00
6,240 pies @ 10¢ per pie.....	624.00
3,620 jars of fruit @ 10¢ per jar.....	362.00
211,825 pieces of laundry @ 3¢ per garment.....	6,354.75
21,900 hours of sweeping @ 25¢ per hour.....	5,475.00
90 weeks of home nursing @ \$15 per week..	1,350.00
	<hr/>
	\$42,781.25
Money value for one year.....	1,426.04
Money value for one month.....	118.83

A similar estimate of the services of the other family members might be made. You might even be surprised at the money value of the time you contribute to the work of the home. Helping with the weekly cleaning, caring for the yard, and staying with little sister while father and mother go to a lecture all have a money value, as well as other values.

Another way to estimate the money value of the homemaker's

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time is to figure what it would cost to have the jobs done by outsiders, as a housekeeper at \$80, laundry at \$10, and sewing at \$30 per month. One family discovered this value when it was necessary for the mother to take a long rest away from home. They were amazed to find out how much her services were worth in money when they added up the wages of the housekeeper, the amount of increase in running expenses of the house, and the amount of increase in other expenditures as clothing and recreation.

Many of the home services of family members are above money value. Although some of the home tasks may be given a money value, a great portion of the services of the family members cannot be measured in such a manner. Many are done because the family members love each other dearly and desire the best possible home and family living in their home. Upon the parents rest much of the responsibility of growth of family affection, the development of worthy ideals, the satisfying use of leisure, and the guidance of the children. Such services cannot be bought for any amount of money, but in themselves are rich compensation.

For your thinking and doing

1. To what extent can a money value be placed on the homemaker's services in the home? On those of other family members?
2. List the values other than money of the services of family members in the home.
3. If you employ or were to employ help in your home, what work would she do? What work would still be left for family members to do? How do the two compare?
4. Estimate the cost of your mother's services in your home for one week if replaced by hired help. What services does your mother give that could not be obtained from hired help?
5. Mrs. Jennings, a homemaker, decided that she could make her time bring more money to the family by taking a full-time stenographic job. To do this she had to send the laundry out, have a woman help her two mornings each week, have the family eat Sunday dinner out, and buy most of their clothing ready-made. At the end of six months she questioned whether she was making her time bring more money. Why might this be the case?
6. Is it possible and desirable to talk in terms of a six- or eight-hour day for homemakers? Why?

Problem 2. **How shall we plan for our time in the home?**

Have you ever watched campers pack and load their cars? You probably wondered how all the various articles—the pails, the beds, the tent, and the food supplies—could be packed in the car with enough room left for the family. The skillful homemaker, like the skillful camper, must accomplish difficult feats. She must pack into her day the routine work, the unexpected demand, the emergency guest, and so on, and still make room for her family. In a limited way the other family members must do the same. Their day is full, too, and often their time for doing the work of the home is brief. They, too, must crowd in many things. The camper has found that by combining things wisely, packing compactly, and placing things of like nature together, both time and space can be saved, and the job completed in a shipshape manner. A similar plan of procedure is of equal help to the homemaker and other family members. If, in doing the work of the home, we pass from one job to another without system and plan, we cannot help being conscious of the confusion and disorder of our work. It becomes our master and we have a sense of being driven by it.

Making a time schedule is a means of relief from confusion and disorder. It helps us to see our job as a whole and to do the various tasks at a convenient and desirable time. No hard-and-fast rules can be set up for schedules because each person must work out his own. Whether it is better to wash the dishes and clean the kitchen before attending to the other part of the house or whether the living room should be cleaned and dusted first, must be decided upon by the worker. The schedule of each family member must be planned in relation to the schedules of all the family members if the work of the home is to be well organized and proceed smoothly. Also, if there are paid helpers in the home, schedules are necessary. In all of this planning the homemaker is responsible for guiding and directing. For her, undoubtedly, the old saying holds, "Plan your work, and work your plan."

Provision should be made in the schedule for daily, weekly, seasonal, and occasional tasks. The daily schedule should include a list of all the routine work of the day on which it is to be done, and

an approximate estimate of the amount of time that will be required for each task. All special tasks should be provided for in a similar manner. The weekly plan should make provision for all routine work, specifying the work for each day. As near as some families have ever come to having a work schedule is to state that Monday shall be wash day. Further planning for Monday and each other day would be distinctly helpful. The seasonal schedule should provide for the special work by weeks. For example, across the whole northern half of the United States the weeks of August and September may have for their special work the canning and preserving of foods. The weeks of March and April may have for their special work the spring sewing. Occasional tasks should be arranged in daily or weekly schedules as the need arises for their doing. Every schedule should allow ample time for doing the work, with some time for interruptions. Frequently the homemaker and the other family members make the mistake of planning more than can possibly be done in the amount of time given. A schedule that pushes the worker and makes living more difficult is never helpful and desirable. To leave some time in the schedule with no special naming of what is to be done is often a help. It may give one a feeling of freedom in the use of the schedule. Time should be planned for a certain amount of recreation each day for the individual members and for the family group. Everyone in the family will be happier and more efficient if this is done. Plans for a vacation period should also be made in the seasonal schedule.

The plan once made should be followed. Unless this is done, a time schedule will be of small value. Some homemakers, and others, too, plan carefully but fail to base their work on their plan. The plan should not drive the worker until it becomes a burden but should guide and direct her in accomplishing more work in less time and with less effort. The first plan made probably will not be entirely satisfactory, but by using it, the defects and errors can be readily determined and the schedule changed accordingly.

On the next page is a suggested home schedule for a day for a mother, a father, and three children—one, two and a half, and nine years of age.

- 6:00—Arise; heat milk for baby; put cooked cereal to heat.
- 6:15—Feed baby; dress self. Father dresses second child and oversees other child as he dresses.
- 7:15—Put fruit, milk, cream, butter, and bread on table set the night before. Start coffee.
- 7:30—Breakfast. Oldest child helps put breakfast on and clear it off.
- 8:00—Wash dishes. Oldest child helps.
- 8:20—Make beds. Wipe up floors of bedroom with dust mop. Dust bedroom furniture; put bathroom in order and do any special work. See oldest child off to school. Oversee baby and second child in their play and other activities.
- 10:00—Home business: making schedules, other planning, and checking accounts.
- 10:20—Dust and put in order living room, and start preparing lunch. Oversee baby and second child in their play and other activities.
- 11:00—Bathe baby; put baby in bed. Finish preparing luncheon.
- 12:15—Luncheon.
- 1:00—Wash dishes. Sweep kitchen floor and back porch. Put second child to bed for a nap.
- 2:00—Feed baby; put her out of doors for a while.
- 2:15—Take 20-minute nap, or rest, and dress.
- 3:00—Take mending or sewing into the living room with children, or do any special work. Oldest child home from school.
- 5:00—Start dinner. Oldest child helps.
- 5:30—Give the younger children their dinner and put them to bed.
- 6:30—Dinner for family.
- 7:15—Wash dishes and set table for breakfast with help of father and oldest child.
- 7:45—Visit with father and oldest child.
- 8:00—Oldest child goes to bed.
- 8:05—Visit, read, or listen to radio with father.

This is a suggested schedule for the mother's special activities:

Monday—Dust; sort clothes; and bake.

Tuesday—Wash, fold, or sprinkle clothes; market.

Wednesday—Iron, mend, and put away clothes.

Thursday—Clean upstairs; shop; sew; or work in garden.

Friday—Clean downstairs; market.

Saturday—Clean kitchen; bake; and cook.

Sunday—Church.

The suggested schedules call for long hours of never ceasing work that can only be lightened by help or by sending such tasks as the laundry and baking out of the home. Of course a family of three children requires more work than a family of one—but, as someone has said, “It is worth it!”

A schedule for a high school girl for her work at home might be like this:

6:30—Arise; bathe; dress; make bed; straighten up room.

6:50—Help with breakfast.

7:05—Breakfast.

7:25—Clear the table.

7:35—Finish dressing, and leave for school.

4:30—Home from school; free to relax.

5:00—Clean bathroom; care for pets.

5:30—Help with dinner.

6:15—Dinner.

7:00—Clear table and wash dishes.

7:30—Read, study, listen to radio, play games, visit with family or friends.

9:30—Go to bed.

If there are younger children in the family, if the mother works outside of the home, or if the family lives on a farm, the girl's schedule for her work in the home obviously is much different. Some girls have found it interesting and helpful to combine a schedule for their schoolwork with the one for their home duties. Thus their days are planned as are their mothers' days.

Many families have found the use of a schedule helpful in a number of ways. In general, families desire that the work of the home be done efficiently, easily, and effectively. The members wish to enjoy each other and to have the satisfaction that comes with the mastery of difficult tasks. Unorganized work becomes distasteful to those who have learned to master their tasks by planning. Rarely, if ever, does a family or person who has established a work schedule drop back to haphazard or unplanned ways. When a person knows just what work he has to do and makes plans for it, he develops a sense of responsibility which is most valuable to him. Many people shun and avoid responsibility and are quite willing

to let others carry the load. Children who have been brought up without assuming any responsibility often find themselves at a loss when suddenly called upon to face a difficult situation. If the home is to provide for the growth of its members, provision must be made for the development of a sense of responsibility through sharing in the work of the home.

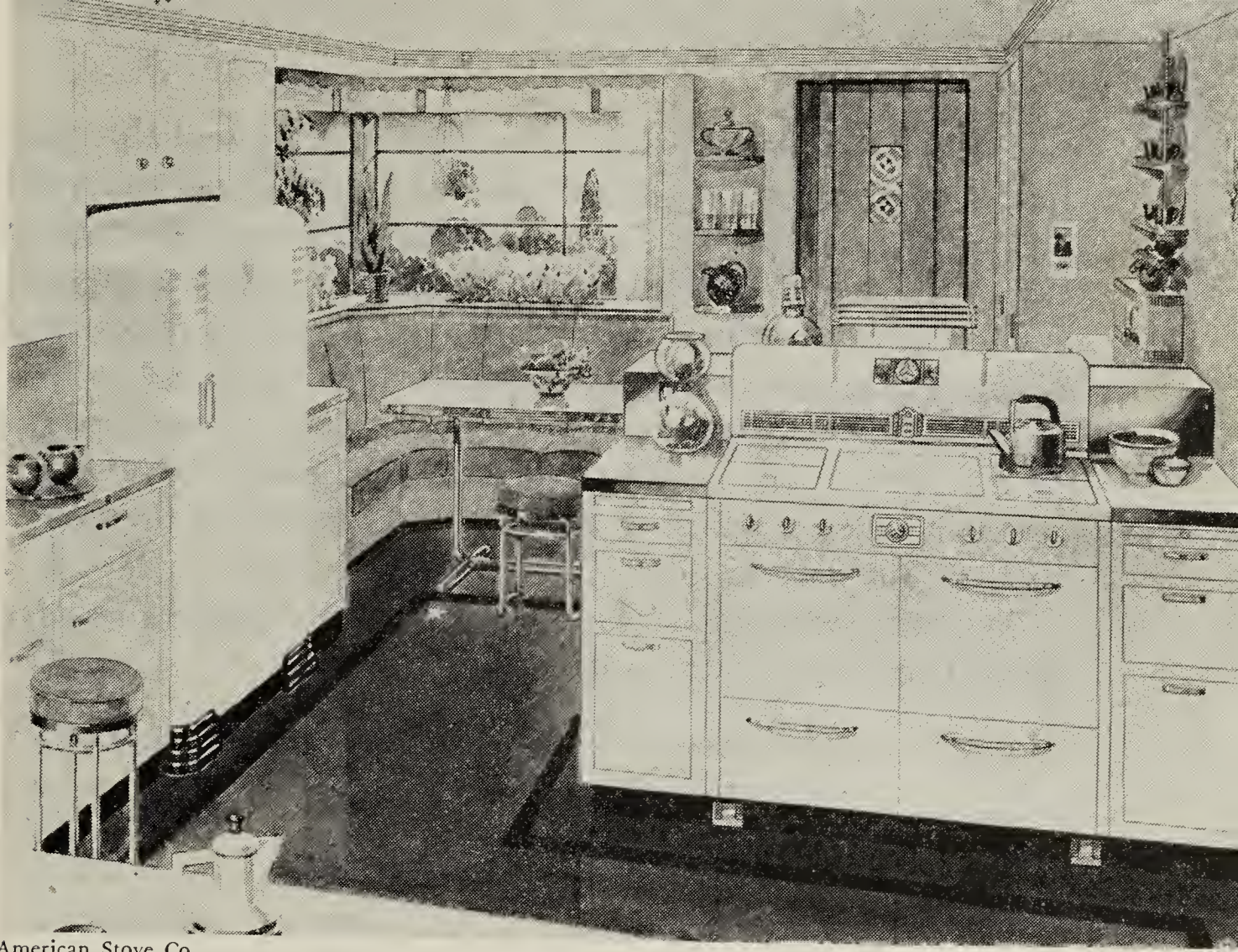
The effectiveness of each family member may also be increased by the use of such a schedule. Have you ever known a person to postpone doing a task persistently, dreading to undertake it, yet knowing it had to be done? A physician reports one boy as being worn out from overwork when all he had to do was to carry two pails of water 60 yards from the well to the house in the evening. He began in the morning to think of ways or means of avoiding his task. As a result, it was before him all day long. Can you imagine what this boy's probability of success will be when he grows up? Doing tasks as they come and allotting one's time so that various duties may be met can be learned through use of a schedule. Further, there comes that important lesson—cooperation leads to effectiveness. A person who does a task at a given time, even though delay might be more convenient, has had experience that will be useful to him in work and play all his life.

For your thinking and doing

1. Plan a week's time schedule for yourself.
2. Plan a week's time schedule for a high school friend.
3. Plan a day's time schedule for a homemaker that you know.
4. Plan a time schedule for preparing and serving a meal. Include the cleaning up afterwards.
5. How would you change the time schedules in this problem to make them easier for you to follow?
6. List the various tasks to be done daily and weekly in a given home. How might these be apportioned among the various family members?

Problem 3. How do the choice and placement of equipment affect the use of time?

Equipment may either save or consume time. Through the use of certain equipment, the homemaker and other family members



American Stove Co.

This is an attractive kitchen, planned for efficient work.

may free a large amount of time and reduce their labor to such an extent that the piece of equipment can be considered as adding to the income. Much of the laundry and cleaning equipment now available is of this type. On the other hand, equipment may be so complex in its construction that it is an extravagance in the time that it requires in its use, as well as in the money for its purchase and upkeep. Because most families have only a limited amount of money to spend for equipment, its selection is important. Equipment should be purchased only if it will save time and energy and will be used. Many pieces of attractive equipment, little used, do not indicate a well-equipped kitchen or wise use of the family's money. Often such pieces are liabilities rather than assets to the homemaker.

The height of equipment is most significant in effective use of time in the home. Homemakers often make the mistake of paying no attention to the height of their equipment and working surfaces. Then they wonder why they are worn out long before

the end of the day and while there is still much essential work to be done. A low working surface means a crouched, uncomfortable position that will produce fatigue much sooner than will the work itself. One should be able to stand erect at his task with no strain from constant bending or reaching. The height of tables, work counters, and stoves is said to be correct when one can stand erect with the shoulders back and can place the palms of the hands flat on the surface. The height of surfaces for beating and stirring is lower in order to adjust to the tools used as well as the muscles brought into action.

Suggested working surface heights for workers of different heights commonly given are as follows:

<i>Height of worker</i>	<i>Height of working surface</i>
5'	32"
5'2"	32"
5'3"	32"
5'4"	33"
5'5"	33"
5'6"	33"
5'7"	33½"
5'8"	34½"
5'9"	35½"

There are, of course, wide differences among women of the same height. The relation of the length of the body trunk to the total height is important in these differences. The best method is to adjust all surface heights, when being installed, to the home-maker's own height and measurements, finding out what seems most comfortable. When family members vary in height, the working surfaces should be of a height that suits them all fairly well or that can easily be adjusted by temporary means to the different members. A working surface for a person sitting in a chair should be 25 inches high. Built-in pull boards are a good means of providing surfaces of this height. It is recommended that as much work as possible be done in a sitting position.

Equipment should be arranged in work units or centers. Not only is this convenient, but it makes for efficiency in the use of

time. These work units or centers include all of the equipment, large and small, that is needed in doing a given piece of work. Thus the kitchen is arranged into the preparation center, the cooking and serving center, and the dishwashing center.

The preparation center includes the refrigerator and the other storage space used for storing utensils and food about the working surfaces on which food preparation other than the preliminary preparation of washing, sorting, paring, cutting and so forth is done.

Supplies to be placed in the refrigerator and cupboard of this center include:

Chocolate	Flour
Flavorings	Baking powder
Eggs	Soda
Milk	Sugar
Cream	Dried fruit
Cooking fat	
Butter or butter alternate	

Utensils to be placed in this center include:

Measuring cups and spoons	Bread or pastry board
Mixing spoons	Rolling pin
Bowls	Flour sifter
Egg beater	Baking dishes
Spatula knives	Baking pans
Can opener	Refrigerator bowl covers
Cutters	
Graters	
Chopping board	
Food chopper	

In the cooking and serving center, supplies to be placed for convenient use include:

Salt	Tea
Pepper	Coffee
Other seasonings	Matches, if necessary
Flour	

The cooking utensils arranged in this center include:

Sauce pans and covers	Holders
Frying pans and covers	Oven thermometers
Teapot	Candy thermometers
Dripolator	Can to hold drained fat
Forks	

The utensils for serving to be placed in this center include:

Turners
Spoons for stirring
Platters
Vegetable dishes and platters

The dishwashing center includes:

Sink
Cupboards for holding dishes and utensils about the sink
Utensils and supplies used in carrying on the work done at this center

The supplies to be used in this center include:

Soap, possibly a water softener	Silver polish
Scouring powder	Paper towels
Bleaching solution	Waxed paper

The utensils in this center include:

Dishpans	Plate scraper
Dish drainer	Garbage can
Sink strainer	Waste-paper basket

The dishes to be placed in the center between times of use may vary from the basic set of four plates, four cups, four saucers, four salad plates, and four cereal or fruit dishes to complete sets of 12 each of a wide variety of items. If the articles are not in the service of the family, that is, if they are not in frequent use, they should be stored away. Unused articles have no place in a work center such as each of these centers is. Perhaps their place is in a replacement center, in the basement, or a museum center in the study. Space in

the work center is too valuable to be used for "dead" storage.

Graduated shelves, vertical partitions, and drawers with sliding inside trays all make for effective use of available space. Open shelves are favored by many because this arrangement gives ready access and stimulates concern with order in arrangement as well as economy in the use of time.

Laundry equipment should be placed together. If there is a special room for the laundry, it should be arranged in work units or centers as the kitchen is. Work centers in the laundry would include a place for sorting the clothes, washing, drying, ironing, and storing supplies.

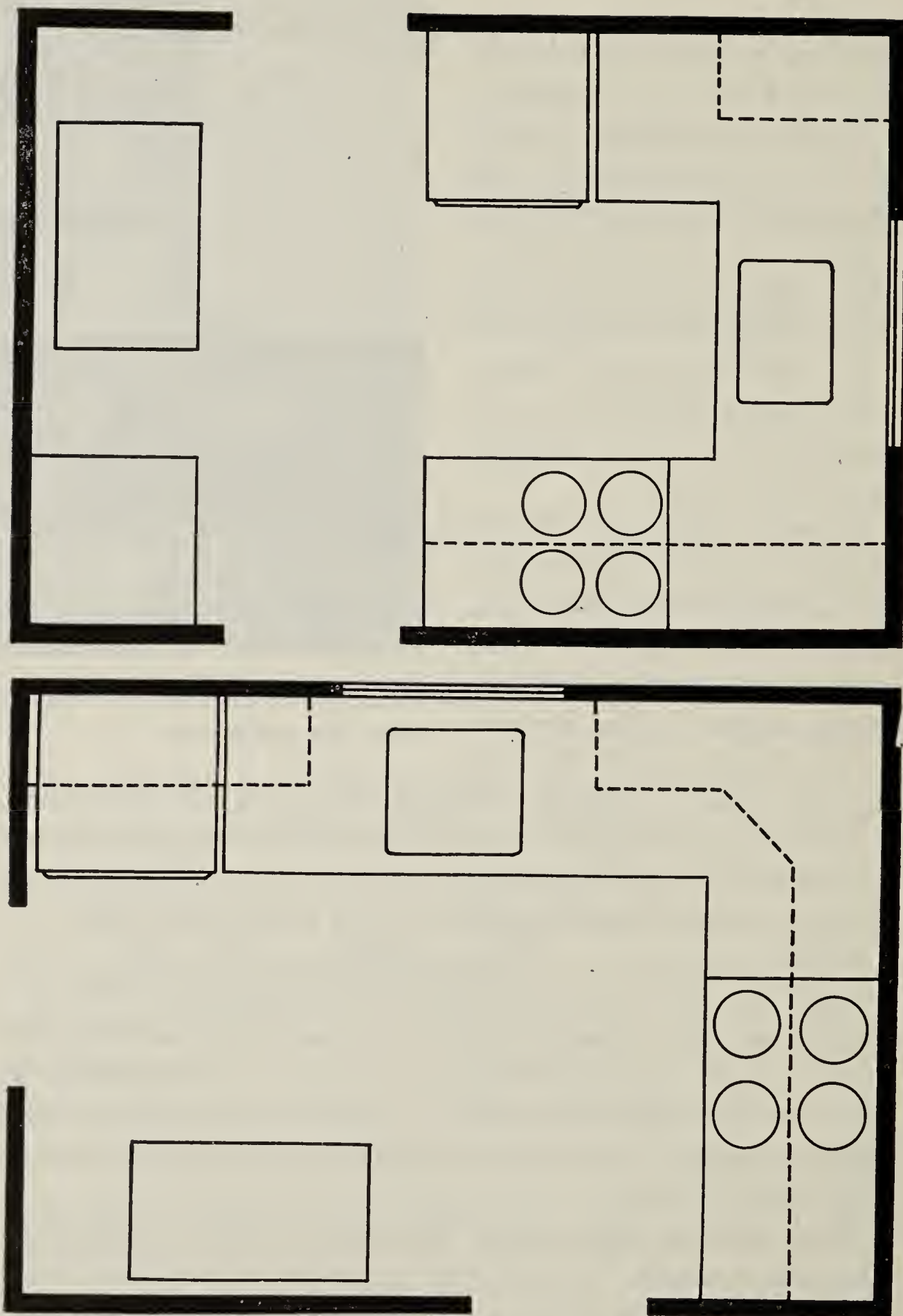
If there are dairy products to care for, all equipment necessary for this work should be grouped in a unit or center. This same plan should be followed in arranging for other work of the home.

Cleaning presents a different problem, as this work is not brought to a certain place to be done but the equipment, tools, and supplies are taken to each of the various rooms in the house for use there. A light basket is a convenient means of transporting the small supplies. Equipment such as brushes, dust mops, vacuum cleaners, and the like should be stored in a well-arranged cleaning closet when not in use.

Work units or centers should bear proper relation to each other. The kitchen should be considered in relation to the dining room. There should not be too great a distance between the place where the food is prepared and where it is eaten. In preparing and serving food, certain distances must be traveled. It is necessary to go from the work table to the cupboard, from the cupboard to the refrigerator, from the stove to the sink, and so on many times. These units

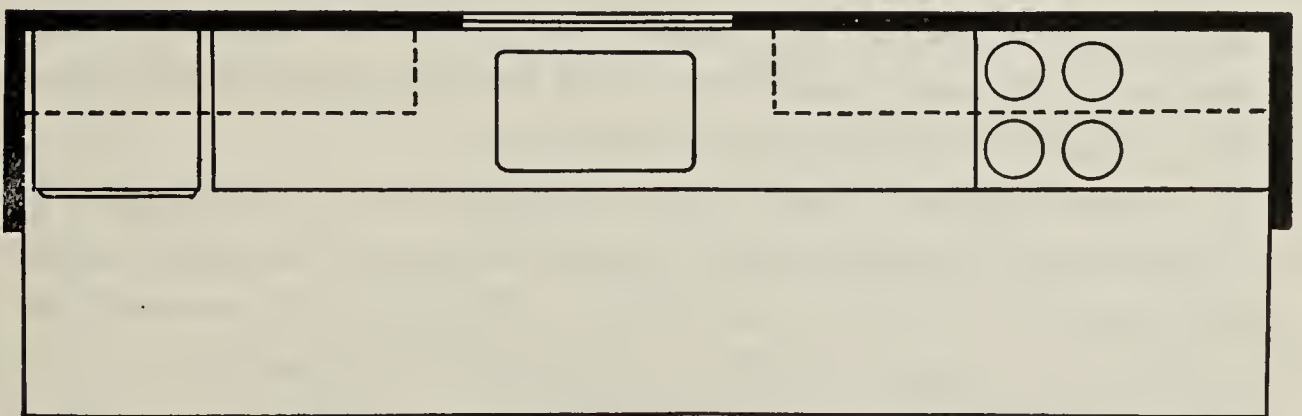
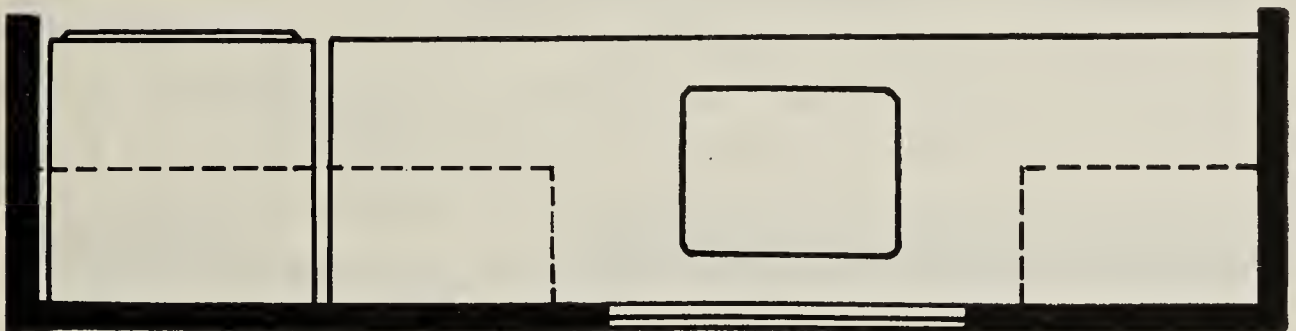
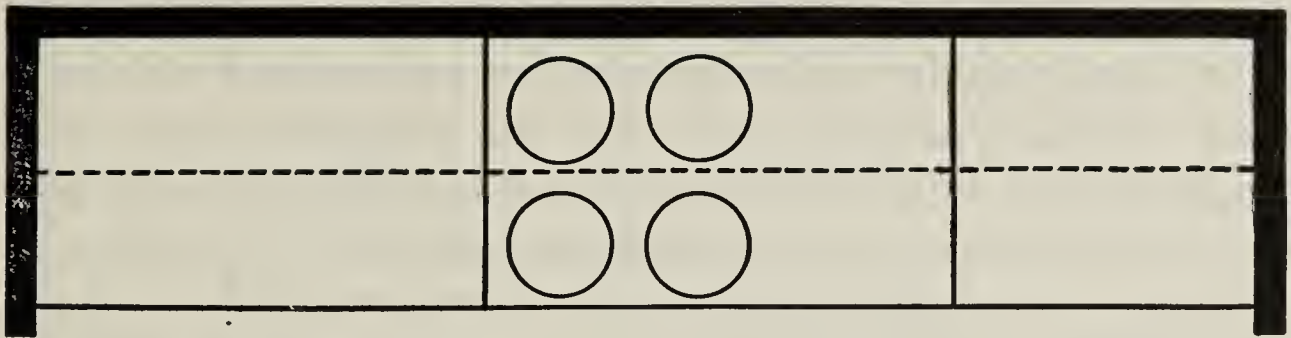


An orderly arrangement of supplies saves time and motion.



ARRANGEMENT OF EACH

These diagrams show the arrangement of equipment for the U-shaped kitchen (*top*) and the L-shaped kitchen (*bottom*).



OF THE COMMON TYPES OF KITCHENS

In these diagrams the equipment is properly placed for the corridor kitchen (top) and the straight-wall kitchen (bottom).

should not be far apart if the worker is to be efficient. They should be so located that the worker can complete each activity in its own place and then pass easily to the next step. Some authorities advocate going from right to left until the task is finished. Crossing and recrossing the room many times from one piece of equipment to another is not an efficient way to work. If you would like to know whether your kitchen arrangement is good, use the following method to test it:

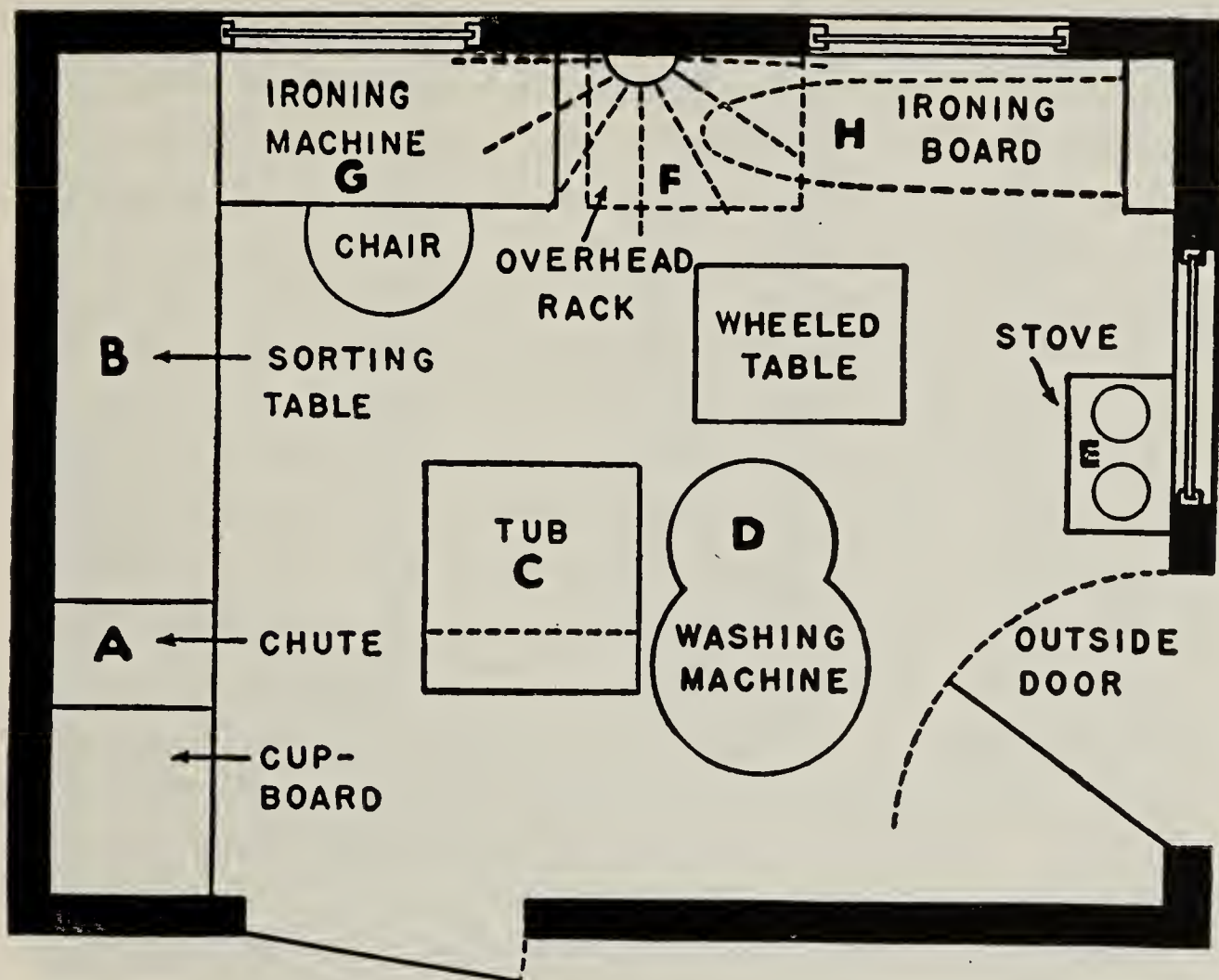
Draw your kitchen to scale, and locate your equipment as it now is. Recall the trips you make in preparing any one dish when you get a meal. Draw lines connecting the equipment, and keep track of the number of times you walk these distances.

If your lines cross and recross again and again and the estimate shows that you walked quite some distance in preparing this meal, you may be sure your arrangement is not the best. You may find, after giving thought to the problem, that a number of changes can be made through which a large amount of time may be saved. The refrigerator should be thought of in respect to the trips made to it in meal preparation, in clearing away, and, if an ice refrigerator, its convenience for filling with ice. Often the refrigerator is located in an inconvenient place in relation to the kitchen plan.

Because of the desire to save steps, kitchens are being planned much smaller than formerly. One hundred and twenty square feet is considered an average-sized kitchen and many are much smaller than this. Homemakers have found that, instead of a pantry, built-in shelves, cupboards, and bins in the kitchen, close to the work tables, sink, and stove are great timesavers.

A two-story house should have a complete set of cleaning tools for each floor. Thus numerous trips down or up the stairs can be avoided, and the children find it easier to keep their rooms clean. The first cost is more, but there is economy in the end.

Step-saving devices should be employed. Is it not strange that although we are living in the "ride age" many women doing housework never think of shortening their indoor walks? Often homemakers who would not walk four blocks on an errand under



U. S. Bureau of Home Economics

Before placing the articles in the laundry, it is helpful to work out a convenient floor plan such as this one.

any consideration walk many times that distance daily in their trips from the kitchen to the dining room. It is just as important for the homemaker to save herself unnecessary steps as it is for her to save dollars and cents. One of the first essentials in saving steps is an adequate and convenient water supply in the house, especially in the kitchen. It is possible to have this even where city water is not available.

Rearrangement of equipment and other necessary changes also should be made whenever it will lead to the saving of steps. A window may be cut in the wall between the kitchen and dining room, and a shelf added. Or if the cupboards and china closets are built in, openings may be arranged for on both dining room and kitchen sides. If a work table is used in the kitchen, putting casters on the legs so that it can be moved easily will help. If the table does not have a shelf below, such an addition will be worth its cost

many times. The homemaker then can keep on it those pieces of equipment that she uses at the table. A wheel table or a teacart is another aid to the homemaker. Once she has used one, she regards it as indispensable. Expensive and beautiful ones may be purchased, but a satisfactory one may be constructed at home for a few dollars. A small kitchen table, made with a lower shelf, some rollers or old tricycle wheels, and some skill with tools are sufficient to make one. A teacart will save many journeys from the kitchen to the dining room, for in one trip the necessary dishes and food for a meal may be carried on it. A similar cart for carrying the clothesbasket along the clothesline saves steps when hanging out clothes. Women should learn to regard any device that saves labor, steps, and energy as a legitimate investment for family well-being.

For your thinking and doing

1. Determine the proper working-height surfaces for yourself.
2. Select a common home job. Decide how a person could save steps in its performance.
3. Name some step-saving devices that homes should have. Show how these actually save steps.
4. Suggest changes that could be made in your home to save steps.
5. Arrange a home or school work unit or center.
6. Decide the storage needed for a given kitchen or other room.

Problem 4. How can time spent on the work of the home be lessened?

The job of homemaking, important and satisfying though it is, requires much work on the part of someone. There is food to be obtained, prepared, and served; clothing to be provided; the house to be kept in order; children to be guided and directed; family members to be kept well and happy; and a host of other things too numerous to mention to be done. Though the family members each have a share in this work, the major responsibility rests upon the homemaker. Even though she does not do every bit of the work herself, she must see that it is done and help others in the performance of their part. Consequently, her days are full and she may sometimes feel overwhelmed by the work that she must



Marine Drive Apartments

Individual clothes closets are convenient and space-saving.

do in any one day. This feeling is evidenced by the exclamation of a homemaker recently: "So many things to be done in my home and only twenty-four hours in the day to do them!" Obviously such a situation is not desirable. Concern with things that are not under control cancels the time that should be free for living, loving, and growing. The time required for the work of the home must not tax the time and strength of the homemaker and the other family members participating.

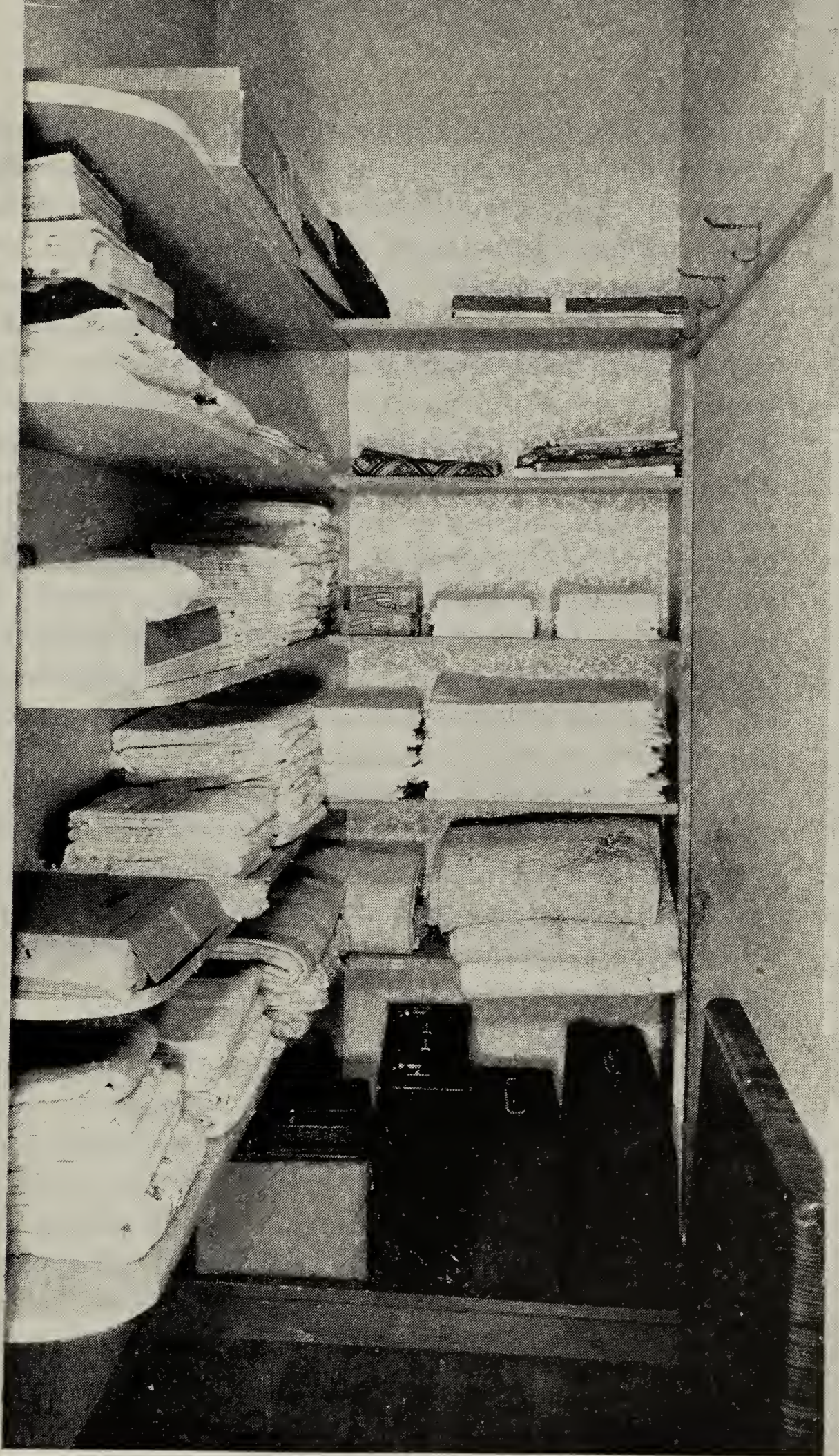
Effective living should be the family's goal in planning and doing the work of the home. This type of living includes every member of the family and does not leave out a single person. One of the first steps in having this type of living is providing for a well-balanced day for everyone in the family. To do this, all twenty-four hours must be given consideration. A much recommended plan is to divide the day into three equal parts of eight hours each. After

this is done, the activities are divided into three general groups of eight hours each: work, rest, and recreation. The various activities are then planned, managed, and carried on in such a way that each group of them can be done in the allotted block of time. Of course, variations and exceptions will be necessary. Some persons require more time for rest than eight hours; and some must have more time for work, preferring to do it in a more leisurely manner. Also, some find only a fine dividing line between work and recreation. One person finds making a cake or dress recreation, and another finds it work. One person regards a week's camping trip in the woods recreation, and another regards it the hardest type of work. Therefore the use of this plan of division of the day should be adapted to the person, rather than the person to it.

Family members and their well-being should be considered ahead of the work of the home. It should always be kept in mind that the work is done for the benefit of the persons in the group and to enrich their daily living. Something is wrong either with the goals of the family or the way the work is being carried on if such enrichment does not result. Sometimes the family's standards are wrong and a change needs to be made. Though we usually think that only the poorly kept house does not contribute to good family life, it is possible to keep a house too clean for the best interests of the family. A scrupulously clean house that is had at the expense of some family member's health or recreation time or by limiting the family's use of the house and keeping everyone uncomfortable is hardly worth the price paid for it. There is doubt whether effective family living can be had under such conditions.

Important in obtaining effective family living is the attitude of the family to the matter. If the members have an interest in each other and in the family as a group, they will see the work of the home as something that needs to be done but never in such a way that it is harmful to any one of the group. If the members think only of themselves, they will see the work of the home in the light of their own personal comfort. The goal of effective family living cannot be reached where attitudes of this type exist.

Family discussion may be helpful in developing plans for lightening the work of the home. If it were possible to hire someone



Adequate and orderly storage of linens simplifies daily duties. Note the use of floor space under the shelves for storing luggage.

to do all or part of the housework, the problem of lightening the work of the home might be easily solved. However, such is not usually the case. In most homes the family members must do the work, and any lightening of it must be done within this framework. Thinking together as a family furnishes a desirable means of finding ways and means of lightening the work of the home. Standards can be set up and plans made for everyone to help. The family member who tends to be selfish and inconsiderate, when left to himself, rarely has the courage or desire to express himself thus in an open family discussion. Jane may walk off to school without making her bed or leave the dinner dishes to be done by her mother when her chum drops in. Jane thinks about the matter in a different light, however, when in the family group it is shown that, by her selfishness, her mother's day was made unusually difficult or long and that time for needed rest was greatly reduced. If new equipment is needed or if a rearrangement of the old would help, the family can aid in making the plans. If other ways of doing tasks are to be adopted, the family's acceptance of the proposed change is important. Family consideration can be especially helpful in arranging a fair and equal distribution of the tasks and in bringing about the acceptance of this by the family members. Most people accept the decision of a group much better than they do that of one person.

The work of the home proceeds much better when each family member has a part to do that is in keeping with what he can and should do. Every member should have a chance to contribute in some way to the maintenance of the home. "Many hands may make light work" of even the hardest job. When each member has his particular work to do, there is no loss of time in determining who is to do a given task. Much quarreling and unpleasantness over home duties among the family members may be avoided if each assumes his own responsibilities. If each knows what his work is, he can make plans for doing it. He can also study means and methods of improving his practice, all of which makes for lightening the work of the home.

The work of the home should be simplified and made to fit into a well-balanced day as nearly as possible. Thereby, everyone in the

family may enjoy to the fullest the satisfactions of home and family living. There are many ways by which we can simplify our living and thus reduce the work required without affecting its quality to any great extent. In each case the family members will need to decide what methods will be best for their group to use in simplifying the work of their home.

One way to simplify work is use of equipment and its arrangement. These have lightened greatly the work of laundering and cleaning, from the standpoint of both effort and time required. By means of these the time for laundering has been cut in half, and the time for cleaning has been cut at least one-third. Some families, large ones especially, have found an electric sewing machine and an electric bread mixer helpful in reducing time and work and well worth the money invested in them. Other families have found their cost all out of proportion to the advantages yielded. The arrangement of equipment to save steps, of course, saves time and energy. Many a homemaker has found her work reduced immensely by only rearranging the equipment she already possesses. Trying to find the best way of doing a task is another way of simplifying work. Improvement of practices is always to be desired. Much of the work of the home is routine work which must be repeated often and regularly. Whenever any of the ways of doing these tasks can be improved, the work has been made more simple.

In industry, by careful study and standardization of jobs and processes, marked increase in production at less cost has been accomplished. Homemakers and other family members, too, can profit by such methods. Have you ever studied yourself to see how long it takes you to make your bed? Studies show that a bed that is not having a change of linen may be spread up, pillows plumped, and covers straight in line in less than three minutes by a skilled worker, with only one walk about the bed. Have you ever observed how many motions you make in doing this? A good way to improve your practice is to study your procedure to see if you can reduce the number of motions and also the time used. A homemaker who became interested in standardization of her tasks determined to make such a study of dishwashing and, as a result, was able to reduce the time required for this task to one-third of the time previ-

ously required. She also found it possible to care for her cream separator in fifteen minutes, whereas before she had been spending twenty-five minutes on this task. Many short cuts in doing a job can be worked out in such a study.

Simplifying some of the standards of living would be helpful in many families. Such a change would require a “re-thinking” of the values families really wish to have and of the ways and means of attaining them. To a large extent we accept current standards as if they were our own, without questioning them. We need to think not of what the Duke of Dorbury wants and how he tries to gain his goal but what we, the Joneses, the Smiths, and the Browns—Americans of modest means—really want and how we can gain our goals. Such “re-thinking” through would inevitably free us from many complexities and false pretenses. This might affect even so commonplace a thing as the preparing and serving of family meals. If the meals planned are simple, the time for preparation will be reduced and likewise the service. It may be extremely satisfying and pleasing to some of the family members for the meals to be served in courses and for bread and butter plates, salad forks, and dessert spoons to be used. However, if the work caused by the extra service and dishwashing must be done by some family member who is already spending more than eight hours in the work of the home, it is doubtful if the pleasure of only part of the family should be the most important consideration in its plans. It might be a far better plan to put the main course or all of the meal on the table at one time and to reduce the amount of tableware used. There are numerous other ways of simplifying living without cramping life. In many homes the everyday use of paper napkins may be desirable, as may the use of tablemats that can be washed off easily, instead of tablecloths. Sheets may be taken from the line, carefully folded, and used on the bed without ironing. Towels may be treated in the same manner, and even paper ones can be used. Children’s dresses and suits, aprons, and curtains may be made of seersucker or other materials that do not need ironing. House accessories and small objects that require frequent dusting may be put away and brought out only occasionally. Ellen H. Richards, an early leader in home economics, long ago made this state-

ment: "Home Economics stands for the freedom of the home from the dominance of things and their due subordination to ideals and for that simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society."

"Things" may dominate the home if they are regarded as of first importance when plans are made for spending the family income. "Things" may dominate the home if their care and maintenance acquire a large part of the homemaker's energy. One homemaker, whose home was beautifully furnished with authentic antiques worthy of museum placement and care, noted that one piece, a heavy walnut table, was slightly out of line. As she tugged and pulled at its massive bulk, she said, "Sometimes, when I see these things, they no longer appear beautiful or even desirable! Instead they seem like monuments to the wasted efforts of several generations of women in my family who have spent hours each day shoving the oversize and overweight furniture about in the routine of daily cleaning! It is a lot like being caught in a treadmill. I do not seem able to get free. It is worse than being a nurse to helpless children." "Things," in this case, articles of furniture, had gained such dominion over the homemaker's interests and energies that she was held to their care, even though she knew that possession of them contributed little to her happiness or that of her family.

If she had carried her consideration of the demands made by these "monuments" a bit further, she might have been surprised at the tax they made upon her time as well as her energies. She might discover that the vigorous polishing necessary to maintain the sheen on many pieces of walnut and mahogany and the careful dusting necessary to free deeply carved surfaces from dust absorbed time that she needed to spend reading aloud with her children or fishing with her husband. She might find that a worthy contribution she might have made to some community enterprise was not made because, without thinking, she had accepted the dominance of things in planning her day's work.

Whether we are spending money, energy, or time, our investment will be wise only if we know what we desire to obtain. Sup-



Westinghouse Electric & Mfg. Co.

Adequate equipment and good arrangement make laundry work easier.

posing we really wish to use money, energy, and time to sustain simplicity in material surroundings which will most free the spirit for the more permanent interests of the home and of society! We will seek to understand *things* and their place, and *values* and their place. Our understanding will be reflected in sincere efforts to maintain a value-dominated pattern for our use of time, day by day.

For your thinking and doing

1. Join a "committee" group and plan for improved use of the time of a given family.
2. To what extent is the standard of eight hours for work, eight hours for sleep, and eight hours for recreation followed in your home? Is this a possible standard for your family? Why? What changes would need be made to meet this standard?
3. List some ways of lessening the work in your home.
4. What work practices could be improved in your home? Explain how this could be done for a specific practice.

5. Plan a time and motion study for a given home job.
6. Select a given home task and analyze it into steps under the three divisions: preparation, performance, and clearing away. Recheck the analysis and see if improvements can be made in the procedures.
7. Make a list of rules for training the following to help in the home: children, hired help, and friends.
8. Suggest things the home worker can do to lessen fatigue or to avoid being tired.

Unit Activities

1. Select a family and make a time work schedule for all of the members for two or more weeks.
2. Plan the arrangement of a kitchen into work units. If possible, carry out this plan.
3. Plan and draw to scale a conveniently arranged kitchen. Indicate the location of the various work centers.
4. Plan a rearrangement of your home or the school kitchen to improve its efficiency and convenience.
5. Analyze a home activity, and chart the route the worker follows in its performance. Estimate the distance walked. Plan how this could be lessened.
6. Make a time and motion study of some home task for which you are responsible. Note and report the ways in which you improved present practices.
7. Make and carry out a plan for improving one or more of your practices in doing home work.
8. Teach someone else how to do a home job. Report your experiences.
9. Rearrange your kitchen or laundry into convenient work centers. Report the effect upon your work efficiency.

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Ewing Galloway

Unit 7 ... Managing the Family Income

THE family income is an important means of furnishing the members with many of the satisfactions of life. What are the satisfactions that your family desires? The list grows long if you include all of the things that all of the members of your family wish: a home, an automobile, a radio, membership in some lodge, opportunity to go to college, and so on and on. Out of the lengthy list, only a limited number can be had, and these the family must choose carefully. What determines the choices? Whether or not the income is adequate for more than the bare necessities of life

is most important in this matter. The family's standards, or accustomed ways of living, also play a large part. In every home, provision must be made for food, housing, and clothing, but the distribution of the income among these items varies widely. Have you ever known a home where there was always fresh fruit out of season, candy, and an abundance of food luxuries provided as a matter of course but where permanent waves and dainty underwear were regarded as luxuries? Or have you known of a family whose standards of dress and personal care were so high that little of the income was left for food? Always the family needs to examine its standards to insure that they are well balanced and wholesome.

Next in importance are personal tastes and ideals. Few families can afford both twice-a-week attendance at the movies and tickets to the best musical concerts. Few families can afford books and magazines and also unlimited patronage at soda fountains and candy stores. In each case the choice depends on the family's tastes and ideals.

The family spirit or bond of spiritual unity is another important factor. If the feeling of unity is strong in the family, there will be a desire to choose so that all may share in the satisfactions. If there is no family spirit, there will be a competition for expenditures that favor one member or another. Have you ever seen a girl sulking and pouting to obtain a purchase that would give satisfaction only to her? If each person proceeds on such a selfish basis, there is little chance of wise choices in family expenditures.

If spent carefully, the income will go for many necessary and useful things and thus contribute to the well-being of the family. On the other hand, the use of the income may be such that important family needs are disregarded. The results may work to the disadvantage or harm of some or all of the family members. Thus spending is a responsibility that belongs to the entire family. Each one should be willing to cooperate and to make the needed sacrifices in order that the family, as a whole, may receive the largest benefit and happiness. Only by the careful planning of all the family members together and by wise expenditure upon the part of each one can the family income be made to furnish the most for the family.

Problem 1. What is the family's income?

The family's income has a significant influence on the family's life. By it the family obtains its living. Whether the family's scale or level of living is bare subsistence, maintenance, comfort, or liberal is determined to a large extent by the income. It decides more or less the type of food, dwelling, clothing, recreation, education, and even the kind of auto that the family has. The wants of the family members are many and, on the whole, tend to be far beyond what the income of the family can satisfy. This is because incomes, generally speaking, are small, and wants are practically unlimited. How these two can be brought into balance and harmony is one of the big problems of the family. That family happiness is much influenced by problems centering around the income has long been recognized. This is shown by such old adages as: "Love goes out of the window, when poverty comes in at the door"; and "Too much money is as bad for the family as too little." Recent studies show that divorce is more likely to occur in families with very low or very high incomes than in those in comfortable circumstances. Many go so far as to say that most of the family's problems are related in some way to its income.

Income is a broad term. When we speak of the family's income, many of us immediately think of the family's money. This of course is because with money we are able to buy many things we want, and apparently it is the chief means of satisfying our desires. However, the money that comes into the family for its use represents only its money income and not by any means all of the family's income. It is only a part of the *real income* of the family which consists of *all* the goods and services which are available for the family's use. Though much of these goods and many of these services may be obtained by means of money income, they and numerous other ones may also be obtained in other ways. The family members may produce goods and render services, needed and used by the family, that would otherwise be paid for with money. The income thus derived is often known as the household production income. Often this income is the reason why some families live better on a given money income than do others. In addition, the

family has a social income which consists of the goods and services contributed by the community. These include the facilities provided for education, recreation, health, protection, and convenience. The social income, like the household production income, may add greatly to the family's money income. All of the three incomes—money, household production, and social—make up the real income of the family.

The family has another income. However, it is not as easy to understand or to measure as these others. It is known as the *psychic* income and includes the satisfactions or pleasure obtained from owning and using the goods and services that are available to the family. Rarely are such satisfactions or pleasures the same for any two persons or families. One person enjoys owning property and takes great pleasure in continuing to invest her time, labor, and money in it. To another, such ownership may be distasteful and may bring her annoyance and disgust. One family has great satisfaction in its shelves of books and sees in them a world of joy and entertainment. Another regards them as things to be dusted and kept clean and secretly wishes them housed far off in the city library. Some families find joy in a radio and would not consider for one minute being without one. Others find little or no satisfaction in a radio and, if they have one, rarely use it. Even though it is difficult to understand and measure the psychic income, many believe it is the most important of all to us. Through it comes our enjoyment of all the things that we have the use of or possess.

The money income is a large part of the family's real income. Because of this, the term "money income" is often used as if it were the total income of the family. If greater satisfactions are to come from the use of all of the income, consideration must be given to the use of its larger part. The family's money income is obtained from the earnings of the father and other family members, from investments, from the use of property, and from gifts. Earnings consist of wages, salary, commissions, and money received for products. Returns from investments consist of interest, dividends, royalties, and returns from property, which are commonly known as rent. Gifts are outright presents and may come from relatives, friends, strangers, the community, state, or nation. Only in a lim-

ited number of cases are gifts to be counted as regular and specific sources of the family's income.

People vary in their earning power and in their personal abilities. Likewise their incomes vary. Some families have very large incomes, and some have very small ones. Then there are those families whose incomes are in-between, neither large nor small. However, only a few families have very large incomes. Less than 1 per cent of the families in this country have incomes that put them in the well-to-do or wealthy group. Not more than $12\frac{1}{2}$ per cent have incomes that would be classed as liberal. Most families are in the small and in-between income groups with a large portion in the lowest division.

If we are to have many of the goods and services that we deem necessary for well-being, we must make the best possible use of our money income and supplement it with increased household production and social incomes. Many money incomes are so low, even when household production and social incomes have been added to them, that the families cannot be provided with the actual necessities of life. In such cases, help is necessary from either private agencies, the community, the state, or the nation. Sometimes this help is in the form of money; sometimes it is in commodities—as food, clothing, and household equipment; and sometimes it is in services—as education, health, and recreation.

Increasing the money income in some way is important. Such a measure is absolutely necessary if all families are to have the goods and services that are commonly regarded as necessary for our well-being. It would seem that the easiest way to solve the problem would be to increase every family's money income to the needed amount. Even if this could be done, the matter would not be settled, for other factors enter into the picture. The purchasing power of an income does not remain constant and varies somewhat as prices do. An income of \$1000, because of what it can buy, may be much larger at one time than another or in certain places than others. Thus an income of \$1950 in 1944 in the United States was equal in purchasing power to one of \$1475 in 1941. For the most part a given income is relatively larger in a village or small town than in a city. The ability of the family to make good use of its

income is also important. In the same community two families may have identical incomes and yet one may have a much better living from its income than the other.

We must, therefore, look to other ways of augmenting the money income. Some suggest an increase of the social income. Much, of course, can be added to the family's money income in this way. Some communities provide so generously for education, recreation, and health that families pay very little for these services. During recent years the state and nation have

helped extensively in increasing the social income of families. However, there is a limit to the amount that the social income can be increased. Goods and services available to families from the community, state, or nation are paid for by the people, as a whole, through taxation. Even though many of the things people desire can be provided more economically and satisfactorily by these other agencies, people will go only so far in the matter of levying taxes upon themselves for such purposes. Household production then appears to offer the greatest possibility in the way of supplementing the money income of the family. More work can be done in the home, and more things can be made there. Much of such increase has been made fairly simple by the household equipment that is now available. Of course, improvement in the management abilities of the various family members, especially the homemaker, is important. Through good management, which requires planning and looking ahead, the family's income is extended and wise provision is made for household production. Also, wise and efficient buying are necessary if the family's needs are to be met adequately and household production placed on a sound economic basis. The



H. Armstrong Roberts

The importance of saving cannot be learned at too early an age.

family members who do the laundry, make clothing, preserve food, prepare and serve meals, raise poultry, make gardens, manage the work of the home, and purchase for the family are adding to the real income as are those who make their contributions in money. All of these are means by which the family reaches its goal of living as well as possible on its real income.

For your thinking and doing

1. Make a list of the sources of your family income.
2. Classify and compare the various contributions of all your family members to the income.
3. Decide the social income of your family. To what extent does it increase your money income?
4. Estimate in money for a given period what household production added to your family's income.
5. The following statement appeared in a local newspaper: "Children are no longer assets but are liabilities." To what extent is this true or untrue?
6. The Morris and Hobart families are of similar age and size. They also have identical occupations and money incomes. However the Hobarts have a much higher scale of living than the Morris' and appear to have a much greater income. What are some possible reasons for the difference?

Problem 2. How can the family's needs be met by its income?

Every family has needs that must be met by its income. These are usually expressed in terms of the family's expenses, both regular and occasional. Families differ in what they regard as needs. Some consider only bare necessities in this light; others include comforts, and still others luxuries. The age, sex, interests, activities, and education of the members of a family influence the idea of needs. Thus a mother with two young children may regard two quarts of milk daily for them as a basic need, while a teen-age girl would list first a new dress for a party. It is necessary then that the family come to a general understanding as to what are the family's needs and which of these should be met first. Because most families

have a limited income with which to meet their needs, there is a great tendency to allow the expenditures for them to exceed the income. If you have read *David Copperfield*, you may recall Micawber's advice to David and the manner in which he stressed the evil of spending more than is earned:

Annual income 20 pounds, annual expenditure 19 pounds, 19 shillings, sixpence, result, happiness. Annual income 20 pounds, annual expenditure 20 pounds, naught and sixpence, result, misery.

The standard of living must be in keeping with the income if the family's needs are to be satisfactorily met. What is meant by standard of living? There are certain satisfactions that people desire so much that they will give up almost everything else to obtain them. These satisfactions differ among persons: some gaining the most from food or clothing, others from luxuries or shelter, others from education or travel, and still others from display and ritual or ceremony. If the satisfactions so eagerly sought require a large expenditure of money, time, or effort and represent more than trifles, the person is said to have a high standard of living.

Americans are said to have a higher standard of living than any other people. They are unwilling to do without the luxuries and comforts that are unknown to large numbers of people in other countries. Many of the luxuries and comforts could scarcely be classed as necessities even in the broadest sense. Often they do little more than give pleasure merely in their purchase. Although a high standard is much more to be desired than a low one, it should not be so high that it hinders or prevents us from obtaining the best possible scale or level of living from our income. The family whose standards far exceed its income is headed for difficulties. Each family establishes its own standard of living which, in turn, influences the scale at which it lives. Often this is determined by the home life of the homemakers in their youth, by the interests and tastes of the family members, and by the standards set by neighbors and acquaintances. Whether the standards include luxuries, comforts, or only bare necessities is a matter for the family to decide. In doing this, the family needs to determine whether its standards call for

a luxury income or one of plain living, and which one the income can maintain.

After the needs have been determined, they should be considered in relation to the income. As used here income includes the money income—and the possibilities of extending it by means of efficient use—the household production income, and the social income. The amount of the money income should be determined and some attempt should be made at estimating the contributions of the other incomes. It may be that the latter will consist only of a detailed listing of what each contributes. After determining the family's needs, a rough money estimate should be made of them. This will give an idea of the money income that would be required to meet these needs. If this estimate is the same or less than the family's money income, there will be little question about the needs being met. However, if the estimate is greater than the family's money income, checking should be done to see what needs can be met by the other incomes and by better management. If the possibilities of extending the money income by other means indicate that the needs can be cared for satisfactorily, they may be included in the family's plans. If the needs are far beyond what the money income can meet, even if supplemented by all other means, then reconsideration of the needs must be made. The list of needs for which provision is to be made must be brought within the boundaries of what the income can provide. After the point of bare necessities is reached, needs are very elastic. They can extend to any height or width and can be shrunk back again to the original point.

The family expenditures should be carefully planned if its needs are to be satisfactorily met. Many families give little attention to the planning of their expenditures. They purchase this article or that, as their fancy dictates, making few definite choices and buying heedlessly until their money is gone. Then they wonder why they cannot make their income purchase everything they wish. Careful planning of expenditures means better use of the income through due consideration and thought. A plan for spending the income is called a budget. Its chances for success are much greater if the entire family has a part in making it and agrees to follow it.

When each member understands the family's problems in regard to the income and helps in their solution, a good basis has been established for planning. No home activity is more dependent upon the interest and cooperation of all the family than is the use of the family income. Wise use is possible only when all are working with this end in view.

Sometimes you hear people make such comments as these: "I never make a budget, for I only buy what we need"; or "The money all goes anyway, so why worry?" These remarks show unbusiness-like attitudes. Every family is confronted with the problem of getting the greatest possible satisfaction for the group from the income. Nothing is as significant to anyone as the opportunity for effective living, and this depends so much upon how the income is used.

Good business methods should be employed. Have you ever thought of the business methods that must be used to insure success in handling the affairs of large oil companies? With millions and millions of dollars back of its company, the small oil station in an obscure village must give careful accounting for every quart of oil, every gallon of gasoline, and every penny of money. Its probable receipts have been determined, and an investigation would result if they were markedly low. Thus a large company of almost unlimited resources tries to obtain profit for its stockholders.

The homes of America represent a much larger business. Their yearly expenditures amount to many billions of dollars. This money is expended, not for financial profit alone, but largely for the physical and mental development of members of the family and for satisfactions of all types. Through this expenditure, health, happiness, and security for the future are to be attained. There is no one to make a check of expenditures, no inspector. The only safeguard for the family is in the use of business-like methods. Some plan for using the income must be decided upon early by the family. Among the various plans in general use are these: the common purse from which the husband and wife and other members of the family take money for spending; the doling method, in which the wife and other family members ask the father for every cent they need; the method in which certain members of

the family are given a specified amount of money each month and are assigned definite expenditures for which they are responsible; the allowance, in which the homemaker is given a certain amount with which she is to run the home and care for all of the expenditures involved in doing it; the common checking account on which husband and wife and other family members check at will; and the joint management method. Of these, the joint management plan is the most business-like and just. In this, the husband and wife are joint managers of the home. Each has his own responsibilities which he assumes and accepts as his. Careful plans are made for expenditures, and joint or separate bank accounts are opened. At the end of each month the husband and wife carefully check the receipts and expenditures. Under this plan other family members may also share the responsibility for family expenditures. When they do, the plan followed is for each person to be given certain expenditures for which he is responsible and the money to cover them. If the amount is sufficient to warrant a bank account, an account may be opened by the family member for this purpose. If not, the wife or husband may give it from his account to the person as needed.

The adoption of good business methods in the home depends upon a fundamental knowledge of the use of money. Since money is the tool by which a large share of our needs and other wants are satisfied, the mastery of its use is one of the essentials of happy and successful living. Education in the use of money should be begun early in a child's life if he is to have a mastery of it as an adult. When a child is old enough to notice the handling of money by other people, he should have a chance to use some himself. Whether his money comes as earnings or allowance, he should be free to use it as he wishes. It is only through actual experience with money that good use of it will be learned. Parents should assist their child in the planning of his spending but should not boss him in doing it. Both the spendthrift child and the one who hoards must be helped to balance their spending so that it contributes to their best interest. Business-like methods should be used by parents in their money relations with their children. If a child borrows money from his parents, no matter how small the

amount, he should pay it back at the time agreed upon. If the agreement is made that his allowance is to cover certain needs, he should be held to it and not be "slipped additional amounts on the side." Some children learn the use of money much easier than others, but all require guidance. Parents need to use patience, perseverance, and intelligence in the matter. They should not consider their job finished until a satisfactory understanding of the use of money has been reached by their children.

Increased home production aids greatly in meeting the family's needs. Changed types of dwellings and patterns of living have tended to reduce the amount of home production carried on by families. Although this has freed more time for recreation and other activities, it has resulted in an added drain upon the family income. However, renewed interest in home production is being noted everywhere. If the income is inadequate to meet the expenses incurred by the needs of the family, certain forms of home production furnish means of extending the income. Raising a garden and chickens, canning fruit and vegetables, making bread, and constructing clothing are some of the ways that have been found helpful. As a whole, the farms in this country produce more than half of their food and furnish nearly one-third of their household operation costs. Many homemakers report the making and the making over of garments for family members is an excellent means of reducing clothing expenditures and of obtaining better clothing at less cost. One young homemaker found that she actually saved \$2.00 per week by doing her laundry at home. In her figuring, she counted in the investment in her equipment and the expense involved in its operation. She preferred having the \$2.00 for other needs and was glad to assume the responsibility for the laundry. Each family must decide the extent to which home production can be increased, what needs are most important, and what plan is best for its own use.

Intelligent purchase and use of commodities are also important. Care and thought should be given to all purchases. Not only the immediate, but the long-time use of the article should be considered. Few families can afford purchases which give only a passing satisfaction. Purchases should be made only after checking the sup-

plies on hand. Many times the temptation comes to buy an article because it is cheap or the price is good, when in actual use it may be worthless. Some families are extravagant in the use of their purchases and take little care of the things they buy. Frequently, such carelessness causes families to waste more than they save. Extending the years of service rendered by a purchase means a direct extension of the family income.

Certainty of the family income is essential. Nothing is more important for the poise and security of the family members than is the certainty of the income. Plans for using the income, no matter how carefully made, fail to be effective if the income is suddenly reduced or taken away entirely. Feeling that the income may at any moment be cut off tends to discourage careful planning and to encourage "day-to-day" expenditures. It is surprising how well many families can manage even a small income so as to have happy homes and to receive numerous satisfactions from life. But to do this, the income must be more or less certain and assured.

The enactment of the present Federal Social Security Act in 1935 was a step in this direction. It provides for the cooperation of the federal government and the states in carrying out a number of social security measures for certain groups of people. Included in these are unemployment insurance and old-age pensions. The money for unemployment insurance and pensions comes from a fund which is built up from payments by the employer, the employee, and the state and federal governments. Certain occupations furnish sufficient return for the worker to carry his own insurance protection, but many do not. Various other plans for security of the income are being tried. Among these are the governmental program of public works, the part-time work plan, and the development of communities in which all workers are engaged both in industry and in agriculture. Many advocate that every person be prepared for a second line of work. Others believe that help should be given to the family in planning for security in time of emergency by the owned home, other property and money reserves, and home production. For some time special encouragement for home ownership has been given through federal aid for this purpose.

For your thinking and doing

1. Make a list of the things that you need to have this or next month. Decide how much money would be required to meet these. If each member of your family had similar needs, how much money income would be required for these needs?

2. Using the same needs, plan ways in which money expenditures for these could be reduced. On this basis what money income would be needed for your family?

3. Show by actual figures how home production of various types extends the family income.

4. Explain how the needs of the following individuals differ: a one-year-old child; a girl of nine; a high school boy of sixteen; a mother with three children—six, eight, and twelve years old; and a grandmother seventy years old living in her daughter's home.

5. Cite examples of how efficient buying helped a family's money income go further.

6. What suggestions would you make to a family that is having difficulty in making an income that should be adequate meet the family's needs?

Problem 3. How does the keeping of accounts aid the family?

When a baby drinks the last drop of milk from a cup, he coos "gone—all gone" and looks in amazement at the emptied cup. Sometimes we chuckle in grown-up tolerance at the failure of the child to understand just what has happened. He had milk; he drank it; it is gone. Many homemakers and other family members, too, react in a similar manner. They have the family income; they spend it; it is gone! Their amazement at the emptied purse is identical with that which the baby expresses when he peers into the cup and repeats "gone—all gone." The explanation of the emptied purse presents no more serious problem to the reasoning person than does that of the emptied cup. However, a person who will not accept the responsibilities of an adult, insisting on remaining a baby, always will find no explanation except "all gone."

The keeping of accounts is a business-like procedure. How could a reasoning person, ready to accept responsibility, determine



Baby Care Division, Bureau of Educational Services

Soon the baby will say "Gone, all gone."

tatoes. If you wished to go further, you could group and classify these expenditures. Common groups are food, housing, clothing, house operation, automobile, medical and dental care, and other expenditures. From these lists the family could readily see how the income was spent. These same accounts also would furnish the family with accurate facts and figures essential in computing its income tax. Business houses use just such records to have ready information concerning the status of their finances. The home is an important business enterprise, and it is a poor plan to keep no check on its expenditures, even if we would like to forget how we spent our money.

Home accounts are a means of comparing expenditures and detecting those that are wasteful and needless. Early the family members learn that the income, no matter what its size, yields limited returns. The same money can be spent but once. If an undue amount has been spent for certain wants, essential needs may be crowded out. The home account, through the summary

whether the family income was being well spent? The best means is that used in business—the keeping of accounts. Accounts kept by the family are known as home accounts. They are a record of all money received and paid out by the family. If you were to make a monthly account for your home, you would make a list of the money received by the family for that period of time. In most families the number of items in this would not be many. Then you would list all the expenditures of the family for the month. This list would be long. It would include everything from toothbrushes to po-

of the various types of expenditures, furnishes a means of comparing and studying expenditures. Families are often astonished to find that their expenses for some item—for example, clothing—are all out of proportion to those for health or recreation, or that they are spending too much for their furnishings or the auto. It happens sometimes that one or more family members spend more than their share of the income. Whether this is done thoughtlessly or intentionally, the effect on the family is not good. A person who spends more than his share is selfish and unjust, to say the least. Home accounts show definitely if such a situation exists and often are all that is needed to change matters. A group of girls in a certain high school made a study to see if the expenditures of their families were fair to all members. Each girl discovered that more than her share was being spent for her. Who do you suppose was being deprived of his share? In each case the mother and younger children were doing without necessities to permit the high school girl to have the comforts and luxuries that she desired. Immediately each girl resolved to take no more than that to which she was entitled.

Few families really wish to be wasteful or to spend their money foolishly, but often purchases made on the spur of the moment, without much thought, result in poor returns. These increase the expenditures with little or no increase in satisfactions. Such practices may end in the amount spent for food being too high or in the operating expenses absorbing the savings account or the recreation fund. We all need to be reminded frequently of a statement made by Ellen H. Richards, a famous home economist: "There are many things, attractive in themselves, for which money may be spent that have no bearing on effective living."

Home accounts sometimes aid in renting or selling property. Frequently an account of all operating expenses for at least a year is required before the property will be considered by the prospective renter or buyer. This is especially true in the case of property that is expected to yield some income to the renter or owner. Questions concerning the cost of water and light and heat, the cost of repair for the year, and any money returns from the property for the year can be readily and correctly answered by

HOME ACCOUNT RECORD

Day	Food	Housing	Clothing	House Operation	Auto and Other Trans- portation	Medical Care
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
TOTALS						
BUDGET						

accurate accounts. Such information may influence a renter or a purchaser in his choice of property.

Home accounts form the basis for better planning of expenditures. Only as these accounts are used as a basis for future planning do they have their greatest permanent value. Last year's expenditures should form a basis for this year's plans. Each year's experience should contribute to wise spending the next year. The year's expenditures should be studied and analyzed in order to eliminate unnecessary items and to determine the ones that have brought the greatest satisfactions. Through home accounts we should be able to plan our spending so as to get the most in return for our money. A plan for spending that has been made after a study of previous expenditures is much more workable than one based upon theory and imagination.

A good method of keeping accounts is necessary. Often people fail in their attempts to keep accounts because their methods are poor. Although every person may have his own preferred method, certain information should be recorded. There should be a separate account for each of the most important expenditures. The number of these accounts will vary in the expense records; some prefer to have many and others only a few. The keeping of these various accounts is frequently done by means of headings—such as Food, Clothing, and Health. There may be several headings on a page of the account book. The chart on pages 320 and 321 gives some of the headings which may be found in a typical home account record. (Use this chart as a sample; do not write in the book.) When a careful study of a given expenditure, such as personal care, is desired, a separate heading is made for it. As a rule, it is well to limit the number of headings so that the accounting does not become too complicated and laborious to do. The account should show the date and amount spent each week, month, or year for each particular item. It should show how much is owed and how much is on hand. Sometimes people labor and worry over balancing the accounts to the last penny when the real value does not come from such exactness. Paying bills by check or taking a receipt when cash is paid and keeping a reasonably accurate account of petty cash expenditures will eliminate such difficul-



Minot, S. D., High School

Keeping personal accounts is important.

ties. Some prefer a ledger account book and others prefer a card system. A number of good account books can be obtained now at a small cost. A regular, definite time for recording and totaling the accounts will prevent the work from becoming a burden. A small notebook with dated pages has been found convenient for recording expenditures as they are made and thus relieves one of trying to remember for what her money was spent.

The family members should also keep personal accounts. In addition to the home accounts, the members of the family should keep personal accounts. Two simple personal account records are shown on pages 324 and 325. (Use the records as samples; do not write in this book.) Everyone needs to understand the importance of well-balanced personal expenditures. Too often the satisfaction of immediate personal desires outweighs all other matters. Children should begin to keep a record of their expenditures as soon as they are capable of doing it. When possible, children should be given an allowance. The amount will depend upon their age and needs, but it should represent to them a return in some way for certain services that they render to the family and their share of the family income for personal use. There are, of course, many services for which no pay should be offered or expected, but such work as Saturday cleaning or the care of the furnace might

PERSONAL ACCOUNT SUMMARY

[illegible]

be desirable allowance tasks. If the family income does not permit an allowance, the children should have an opportunity to earn money outside of home to serve as a "personal allowance." An agreement should be made concerning the expenditures that the allowance is to cover, and some way of knowing how nearly this is done is important. Keeping personal accounts helps children to learn the value of money.

For your thinking and doing

1. Plan a method for keeping your personal accounts.
2. Plan a method for keeping your family's home accounts.
3. Evaluate the account-record forms on pages 320, 321, 324, and 325.
4. Decide the expenditures which an allowance of \$4.00 per month for a twelve-year-old child should cover; an allowance of \$5.00 per month.
5. Mrs. Horton prefers to give her fourteen-year-old daughter Louise money as she asks for it rather than an allowance. She gives as her reason that she cannot afford an allowance. Do you agree with her? How could Mrs. Horton really know whether she is right or wrong?
6. Give examples of instances that you know in which personal or home accounts were of significant value.

Problem 4. What shall guide the family in its expenditures?

If you were to write down all of the expenditures paid from your family income during the past week, you would no doubt be much surprised at the length of the list. Some of the money was used for necessities, and some for comforts and luxuries; some brought pleasure and happiness, and perhaps some was wasted entirely. If the expenditure was in proportion to the value received, if it met a need, or if it gave real pleasure to the entire family, you may be sure the money was well spent. If a purchase was made at the expense of some vital need of other members of the family, an injustice was done which will work havoc upon the unity and well-being of the group.

One of the first requirements for the family income to be well spent is planning. If effective expenditures are to result, plans and



Planning at school helps in planning at home.

decisions should be made in the light of the experiences of others. This is a fairly simple thing to do, because from many of such experiences helpful guides for personal and family expenditures have been formulated. These indicate the need of understanding, interest, and cooperation on the part of all the family members.

The part of the income that should be spent for food varies. A frequent suggestion is that 25 per cent of the income should be allowed for food. However, this holds true only with certain incomes. Generally speaking, as the income increases, the percentage spent for food decreases. In a large income this may fall as low as 20 to 10 per cent. In such instances, the actual amount spent for food may be increasing as the income becomes larger, even though the percentage for food is decreasing. In the case of a very low income, the food percentage may be as large as 45 or 50 per cent, and sometimes, though rarely, even more. Thirty to 37 per cent is not uncommon for a large number of families to spend for food. The income would need to be well above average if food expenditures should be 25 per cent.

The expenditures for food must supply the kinds and quantities of food required for the family, and yet be in keeping with the family income. Well-balanced and attractive meals that appeal to the appetite should be possible for every family. Sufficient milk,

eggs, meat, butter, vegetables, and fruit are essentials that should be provided. If the income is small, cereals and breadstuffs must be used rather liberally but, even so, some of all these essential foods must be had for health. If the income is larger, more meat will be included. A helpful rule to follow, regardless of the income is this: Spend at least as much of the food money for milk and other dairy products as for meats, poultry, and fish, and at least as much for fruits and vegetables as for meats, poultry, and fish. The protective food list should be used to check the adequacy of the food allowance to furnish the needed foods. It should be ample to provide every family member generously with these foods. This list of food in terms of a market order for one week for a family of two adults and two high school children is as follows:

Milk—22 qts.

Potatoes (including sweet potatoes)—13 lbs.

Dried peas, beans, and other legumes—1 lb.

Tomatoes and citrus fruits—8 lbs.

Leaf, green, and yellow vegetables—15 lbs.

Other vegetables and fruits—25 lbs.

Eggs—2 doz.

Meat (lean), poultry, and fish—12 lbs.

Flour and cereals—13 lbs.

Butter—2 lbs.

Other fats—3 lbs.

Sugar or other sweetening, as jams, honey, and syrup—
4 lbs.

The part of the income that should be spent for housing has certain limits. There is general agreement that the amount spent for this should not exceed 20 per cent of the income. When the housing cost goes beyond this amount, as it tends to in large cities, the food, health, recreation, and other needs of the family tend to be inadequately met. In choosing its house or apartment, the family desires certain comforts and conveniences, but often a choice must be made in favor of a less desirable home to provide for other important items of the budget. Sometimes the cost of housing represents in part the selection of a desirable neighborhood which offers

social and educational advantages. In this case a higher cost may be justified.

The part of the income that should be spent for clothing remains more constant. The suggested percentage for clothing has been about 15 per cent. This is based on the standards for comfort and moderate incomes. In lower incomes the percentage is not over 10 or 12 per cent and often is less. As the income increases, a greater percentage is used for clothing until the well-to-do or luxury income is reached. Then the amount drops back to 15 per cent or less. No doubt many families are spending more for clothing than they should.

Various proportions of the amount set aside for clothing are suggested for the different members of the family. Recommendations commonly made are 30 per cent for the father, 35 per cent for the mother, and 35 per cent for the children. Others say the division should be 27 per cent for the father, 31 per cent for the mother, and 42 per cent for the children, divided thus: 17 per cent for the twelve-year-old, 15 per cent for the eight-year-old, and 10 per cent for the four-year-old. High school girls frequently have a larger percentage than their mother or father, and high school boys have almost as much.

The part of the income spent for house operation should be reduced to the minimum. Have you ever felt irritated when your mother requested you to "turn off the light" as you left a room? Perhaps the loss of a little electricity seemed a small thing, yet here is a habit of economy that saves money for more valuable uses. The home has many services and supplies, small in themselves, that total a surprising sum. In order that the home may operate easily and furnish the family with comfort, light, heat, water, telephone, and possibly hired service, funds must be available. Equipment must be repaired and replaced, and sundry household supplies must be furnished. These items are legitimate and necessary expenses in the operation of a home. Because they are many, and because all members of the family have a part in their use, their cost tends to be great. When the cost of household operation rises above 12 per cent of the income, there is reason to believe that the family is paying not only for comforts but also for luxuries. Most

families would find it even better if they kept the expenses for household operation to 9 or 10 per cent of the income.

The part of the income that should be spent for the automobile is an important consideration. The question "Who can afford to own an automobile?" is one about which there is much argument and little agreement. Though it would seem that for their best interests a large percentage of the families in our country should not own cars, statistics indicate that most of the families do. Over two-thirds of the families own automobiles. Studies show that even families with low incomes owned a car of some kind. In spite of these facts, it would seem that families with incomes of \$2000 or less should give thoughtful consideration to the matter of buying an automobile. The percentage of the income used for a car varies from 5 to 30 per cent, depending on whether a new car was purchased and to what extent the car was used. Repair and upkeep, operating expenses, frequent purchase of a new car, and use of installment method in buying, all tend to make the cost of an automobile high. Many people report that carefully kept records indicate their car costs them thirty dollars or more per month for operation, upkeep, and repairs. When such is the case, the automobile is certainly a luxury for most families. A frequent recommendation is that the investment in an automobile should not exceed one-fourth of the annual income. Observance of this would change both the number of persons owning cars and the type purchased. No doubt an automobile is the source of much pleasure and convenience to the family; but if it must come at the expense of some vital need, such as food, health, or safe housing, there is a question of the wisdom of owning one. Before purchasing a car, the family should ask itself the following questions:

1. What will be the yearly loss through depreciation?
2. What will be the garage bill?
3. What will the operating and repair expense total for the year?
4. What will the license and insurance cost?
5. Will the family's income be sufficient to meet these expenses and still provide for other needs?

Many families fail to provide adequately in their plans for medical services. The chief reason for this is that family incomes are too low to make such provision. Estimates have been made by competent people, after careful investigation of the situation, concerning the amount needed each year for adequate medical services. If obtained or purchased on an individual or family basis, the estimate for medical care, without dental care, is \$76 per person, or \$304 per family. If obtained or purchased by large groups of individuals or families, the estimate, including dental care, is \$25 per person and \$100 per family. Studies show that families in this country, on the average, spend only 4 per cent of the income for medical care. Even families with a liberal income do not average the expense estimated as needed for medical care if purchased on an individual basis. An income of around \$3000 would be required to provide the needed amount, even if the services were purchased on a group basis. Most families cannot provide for adequate medical and dental services under the prevailing method.

The part of the income that should be used for other expenditures varies. These include education, recreation, travel, club membership, church obligations, savings, and all others not included in the other main divisions of the budget. Twenty to 25 per cent and upward of the income is considered desirable for these other expenditures, but this, too, depends upon the amount of the income. The larger the income, the larger the percentage for these other needs. Expenditures for food, housing, clothing, house operation, and automobile should not be permitted to crowd out expenditures for these other items. Education, recreation, travel, and all of these other expenditures are important too. Adequate provision should be made for the spiritual, mental, and social life of the family. Too often in the family's plans, the development of the personal life and social satisfactions are overlooked. The best possible provision should be made for the educational needs of the family. The children need to obtain a good education, and the adults need to continue theirs in some way. Even though the state provides a high school education free for every boy and girl, this is not without some expense to their parents. Food, clothing, housing, and personal and school expenditures must be provided, and



Denver Convention and Visitors Bureau

Both national and state parks afford families access to beauty spots without large expenditures for vacation pleasures.

all cost money. Studies have shown that it costs from \$200 to \$500 per year to keep a boy or girl in high school, in addition to the state's expenditures. The cost of attending college in midwestern state-supported schools ranges from \$600 to \$900 per year and in metropolitan centers from \$1500 to \$2000. The expense for a college education cannot be added to the family's budget for the year without throwing it out of balance, unless provision has been made through previous savings of some type.

Books, magazines, and newspapers should be provided for in the budget, for they, too, are a part of the family's educational needs. Just how much to spend depends upon the income, the availability of other sources, and the interests of the family. Few families can afford to spend more than \$20 a year for their total reading material. The more limited the budget is for these items, the more essential careful planning becomes. The family that has little to spend for these items should not allow the magazine salesman to choose its magazines; nor should the haphazard buying of magazines as one passes the newsstands be accepted as a satisfactory procedure. Injustice inevitably results when either of these methods is followed.

Recreation has a definite place in rounded living and should be included in the family's plans. When the family budget is made, the specific amount that can be afforded for recreation should be determined. All plans made hereafter should be in keeping with this amount, whether it be \$10, \$25, or \$50. It is easy to unbalance the expenditures for recreation, either by spending too much or nothing at all.

Unless savings are cared for with these other expenditures, a separate division should be made for them in the budget. Some families prefer doing this anyway. It is frequently said that 10 per cent of the income should be saved if the family's finances are to be established on a safe basis. This covers life insurance, savings, investments, and sometimes purchase of property. Of course there are families whose incomes are too low to permit such a saving, or possibly any saving, without endangering the well-being of the family. All families who can should make a conscious effort to save, if only a small amount. As the income increases, naturally, the savings will expand. It is recommended that no family consider its finances in satisfactory condition until it has a sum equal to one-tenth of the year's income in a savings account ready for use if an emergency arises.

For your thinking and doing

1. Select a family with a given income. Decide the amount of money that will be needed for food per month. What percentage of the income will be required for food?

2. Using the same family, repeat the above procedure for other needs as housing, clothing, house operation, medical care, automobile, recreation.

3. Mr. and Mrs. Burton have two children—a boy three and a girl seven. They live in a town of 2500 where Mr. Burton is a science teacher in the high school. His salary is \$2800, and last summer he received his master's degree. Three years ago they bought a home and of course are making payments on it. They are trying to decide whether to buy a car. How would you advise them on the matter? What would be your advice if Mr. Burton did not have his advanced degree? If he were a vocational agriculture teacher?

4. The Evans family put great emphasis on a fine house. It is often

said that they have the best house in town. However, they do not go to entertainments nor subscribe for any magazines. They have no music of any kind in their home and go only occasionally to the movies. They rarely extend hospitality to their friends. They say that they cannot afford any of these things. How would you evaluate their expenditures? What dangers do you see in such family practices?

Problem 5. How shall plans be made for using the family's income?

A plan for using the family's income is called a family budget. It is based upon the needs of the family and the way in which they can be met by the family's income. The purpose of a budget is to enable the family to make better use of its income and to obtain those satisfactions of living most necessary for the well-being of its members. Either in its making or use, a budget should in no way complicate personal and family living but should add to their effectiveness and pleasure. Making a budget can be fun if good methods are used and the job is approached in the right spirit and attitude. When all members have a part, making a budget can also be a means of growth and development for everyone in the family.

Each family must make its budget to fit its own needs. This results in having what is sometimes called a tailor-made plan. Undoubtedly such a budget will be of great help to the family in managing its finances.

Certain preliminary considerations are of importance in budget making. In working out a plan for using its income, each family is faced with various problems for which there may be several possible solutions or answers. Certain things must be taken into consideration in arriving at decisions. Also, help is much needed in the various stages of the budget building, especially at the beginning.

The source of aid that usually comes to mind first is the experience of others. One expression of this is found in the financial plans of others. Such budgets may be those of friends and acquaintances with similar incomes and needs, or they may be standard or average budgets representing the usual or recommended practices. All may offer helpful suggestions and encouragement even



Consumers' Guide

Family planning insures family satisfaction as well as family saving.

though none can be taken over and used in the present form by any other family. Along with these budgets various standard guides and recommendations for the apportionment of the income among the various items should be recalled and considered.

Living standards are important considerations, for they are the basis of what the family accepts as needs. If several people were to list the items that belonged under luxuries, comforts, and necessities, we would find that not all of them by any means agreed upon the subject. In every case, though, the person's idea of what each included would have a definite influence on the scale at which he lived. However, as far as planning for the family's spending is concerned, there is a great difference in adequate, comfortable, or elegant housing, clothing, or any other group of items, and is specifically evidenced in the use of the family's income.

Home and personal accounts have a valuable place in budget making. Last year's expenditures not only show what the spending practices of the family were but what ones should be or should not be repeated this year. They may also indicate the needs that

especially should be met this year and those that could very well be passed by. A thorough examination and analysis of the family's accounts of the last year or two should be made by all budget makers before beginning the job.

Knowledge and acceptance of certain principles of money management are highly desirable in making plans for use of the income. Especially significant in this are the following:

The family should live within its income.

Keeping up with the Joneses is a policy that leads the family into financial difficulties.

Plans should be such that the family is prepared to meet large expenses occasionally.

Debts are obligations that must be paid if the family is to be on a sound financial basis.

No family is an average one in respect to money management, and all plans dealing with family finances must be made specifically for a given family.

Certain procedures are recommended for making a budget. In general, these consist of making the family's needs and money come out even. Doing this very thing though, involves many smaller steps that have come to be regarded more or less as standard procedures. To begin with, a budget book of some kind is needed in which to write down the plans. For this a regular or a ready-made budget book that has printed headings and additional blank spaces may be purchased. However, an inexpensive notebook that opens flat will serve just as well with the headings and other notations written in as desired.

The budget is made for the coming year and begins with an estimate of what the income will be for the next twelve months. This should include anticipated income from all sources. The amount should be listed under the heading "Income."

Every family has certain expenditures that must be made during the year that are what may be called set or fixed. These vary but little in amount and must be paid when the time comes. Included are income, personal, and property taxes; social security; rent or payments on the home; and insurance. All of these should be

listed with their amounts under a suitable heading, such as "set expenditures." The total amount should then be subtracted from the amount of the income. The resultant number is the "net" income which is the amount the family has for living expenses during the coming year.

A grouping of the family's needs into various items of expenditures is the next step. These may be as few as five, and as many as fifteen are not unusual. A typical grouping is food, housing, clothing, house operation, automobile, medical care, and other expenditures. The latter obviously includes a wide variety of items and could easily be divided further into a number of groups. Money estimates for each of the items for the year are next in order. This usually takes more time than does the first step. It usually is the practice to set aside a page or more for each item for planning in detail. After the estimates have been made for the items, all should be totaled and the amount compared with the net income. If the income exceeds or equals estimated expenditures, the plan may be considered ready for use. If the income will not cover the expenditures, further work must be done until the two are brought into line. Various economies may need to be practiced. Certain expenditures may have to be decreased, as, for example, those for housing. Household production may be increased. If the estimated amount for any group or groups of items exceeds the apportioned amount, adjustments may have to be made among the groups by one group giving way to another.

If the food allowance is such that adequate food is not possible, it may be that reduction can be made in other groups, as housing and house operation, and the amount added to the allowance for food. It may be that the expenditures for food can be reduced without lessening the adequacy of the food. It may be possible for the purchased food supply to be supplemented by home production, such as gardening, canning, and raising poultry, thereby reducing food costs. Less expensive foods should be substituted for the more expensive. Canned tomatoes, or tomatoes in season, and cabbage are valuable substitutes for oranges and lettuce when these are high in price. All waste should be avoided and seasonable food used entirely. Inexpensive cuts of meat, if properly prepared, are as



Consumers' Guide

Contents of the grocery basket should be carefully chosen.

nutritious and pleasing to taste as the more expensive cuts. Providing adequate food for its members is one of the most important responsibilities of the family and should always be considered first in the family's spending plans.

Clothing expenditures should be watched carefully that they do not exceed 15 per cent of the family income. Careful selection of clothing, garment construction in the home, remodeling and making over garments, pressing, and careful use of clothing, all aid much in keeping the clothing expenditure within bounds. Children should be taught the practice of economy in clothing and should take pride in savings made.

House operation offers great opportunity for leaks and losses in the family's money. Often money that might go for recreation or savings is spent for water running from a faucet left unturned, or for a light burning all night in the basement, or for gas heating an unused burner. Money spent with undue return in satisfaction is money wasted. Here is where family cooperation is especially needed. Some families make a game of learning habits of economy—a penny fine for every light left burning and the fund to go for family pleasure!

Using the month as a basis is helpful in working out many of the details of the budget. To do this, the net income is divided by twelve. In this way the amount available for each month is made known. Likewise all of the items of expenditure are each so divided. Of course, not all of these are paid for by the month. However, apportioning the planned expenditures in this way helps the family to set aside a certain amount regularly to accumulate for the payment when the time comes. An example of a budget summary is shown on page 340. (Use this as a sample; do not write in the book.) Food allowances and expenditures are often divided in the planning even further into weekly and daily amounts, and frequently on a per person basis.

Even though a certain amount is set aside each month for clothing expenditures, these should be planned for a two- or three-year period, as many garments are worn longer than one season. Coats, suits, and dresses are frequently worn for three years; but hose, shoes, and underwear must be purchased more often. A good procedure is to list garments that will last several seasons, making a tentative yearly division for such expenditures. This should be so planned that the more expensive garments, as new coats, need not be purchased for several members of the family in any one season. A definite amount should also be planned for the purchase of those garments that are worn a shorter length of time, such as shoes, hose, and undergarments, and the members of the family should cooperate to keep the expenditures for these items within the set amount. It is easy for clothing expenditures to go far out of bounds.

The budget to be of value must be used. Merely making one is not sufficient. It needs to be put into action as soon as it is made. If some of the plans do not work out as expected, changes and adjustments should be made even though the budget has been in use but a short time. It is well to check the budget at frequent intervals for its effectiveness in helping to obtain maximum satisfactions from the income. This may result not only in changes in the budget but also in practices which are for the best interests of the family.

Making and following a budget is not easy to do, especially for

BUDGET SUMMARY SHEET

19— to 19—

	Year	Month
Income (Expected from all sources)	\$	\$
Total	\$	\$
<i>Set Expenditures</i> (To be deducted from income)		
1. Social Security deductions	\$	\$
2. Taxes		
(a) Income		
(b) Personal and property		
3. Interest and payment on debts		
4. Insurance		
(a) Auto, house, household goods, etc.		
(b) Health and hospital		
(c) Life		
5. Other expenditures		
Total	\$	\$
<i>Net Income</i> (Available for non-set expenditures)	\$	\$
<i>Non-set Expenditures</i>		
1. Food	\$	\$
2. Housing		
3. Clothing		
4. House operation		
5. Auto and other transportation		
6. Medical care		
7. House furnishings and equipment		
8. Education		
9. Recreation		
10. Contributions		
11. Savings		
12. Other expenditures		
Total	\$	\$

the first time. It requires imagination, determination, and courage as well as the cooperation of everyone in the family. However, once a family has accepted a budget as a part of its pattern of living, there is no more going back to unplanned family finances.

A balance of needs and expenditures for them within the income should be sought. As you studied about family incomes and budgets, you have seen that spending too much on any one item or group of items is sure to impoverish another. Have you thought of the probable effect of such unbalance upon the family? The family health depends upon securing proper food, shelter, and clothing. Health cannot be maintained unless these needs are met. Girls who go without proper food in order to have a permanent wave or an expensive formal are often products of homes of unbalanced expenditures. Such practices are equally bad for the individual and for the home. In addition to the health hazard, family effectiveness is often lessened by this type of spending. The family that keeps an expensive car or entertains lavishly on funds that should be saved for education is hampering its effectiveness. The family that lives from day to day or month to month and makes no provision for the "rainy day" is hampering its effectiveness. Unbalanced expenditures may have a serious effect upon the home by preventing a happy family spirit. A sense of fairness is the basis of all satisfactory human relationships; and when this is violated, unhappiness is certain to result. Studies made with families show that balanced expenditures contribute much to family happiness and peace. Our plans for the use of the family's income should provide for such type of expenditures.

For your thinking and doing

1. Explain how family members can cooperate in making a budget.
2. Plan the food expenditures for one month for a family of four, which includes two preschool children, whose allowance for food is \$48; for one with an allowance of \$65. How do the expenditures differ?
3. Decide how your family could reduce the operating expenses in your home without lowering your scale of living.
4. Plan your clothing expenses for the year, staying within your allowance for this purpose.
5. Nadine, age fifteen, dresses in the latest fashion. In fact she is

known as the best-dressed girl in high school. The opposite is true of her mother, who says she has not been able to afford a new dress for some time. Nadine's family want her to have the things she wants because it will help her social standing. What are possible immediate and future effects of these practices and attitudes?

Problem 6. What place have savings in family living?

Savings are one of the means by which the family builds its security. Even the family whose income is such that only a small amount can be saved has a means for building security. The word "save" has an unpleasant sound to some people. It conveys to them the idea of doing without all desirable things, so that money can be put in the bank. This is a mistaken notion. Saving really means going without something at the present so that greater satisfaction may be secured later. Many people find it difficult to deny themselves present gratification in order to meet future needs. This characteristic is responsible, at least in some measure, for the great number of dependents in the United States.

The family's need for savings is evidenced in many ways. Relatively few people become wealthy, and the great mass of people go through life accumulating almost nothing. The poorest of our people—65 per cent of the population—are estimated to own about 5 per cent of the property in the country; the richest—which constitute 2 per cent—own about 57 per cent of the property; the remaining one-third of our people, or the so-called middle class, own the balance, or about 38 per cent of the national wealth. Of the total national (family) incomes, the families in the lower third income group have about 10 per cent; the families in the upper third income group have about 66 per cent; and the families in the middle income group have about 24 per cent. This last group can afford the necessities and comforts of life. Inclusion within this group is greatly to be desired by the majority of our families. The above facts explain the difficulty involved in attaining this.

The financial condition of women who are widowed is another indication of this lack of economic security by our people. According to tables prepared by life insurance companies, of one hundred

widows, eighteen live on their incomes, forty-seven supplement incomes by working, and thirty-five are dependent. All of these facts indicate a need for education on systematic saving on the part of people, which should begin in youth. Though our states and nation are assuming some responsibility for the individual's economic security, he must also take responsibility for his own security. Savings are a chief way by which such provision is made.

Savings offer many advantages to the family. Often they make possible the purchase of a home for the family. Few couples when first married have sufficient means to purchase one. By careful and systematic saving a sufficient sum may be accumulated for the initial payment on a home. Savings may be continued by making monthly payments until the home is paid for. Such a goal as home ownership makes the interest in saving keen and thus keeps the fund secure. Accumulated savings may also be used for the purchase of household furnishings and equipment that require more money than could be taken from one or two months' income. With the money in hand, a more desirable purchase can be made, and frequently money can be saved. Accumulated savings enable the purchaser to shop in different stores, instead of limiting the purchase to "credit" stores. Also, during the period of saving, a study can be made of the article to be bought, and through this thoughtful consideration, mistakes may be avoided.

Savings may provide the money necessary for needed care in time of illness. There are few families that do not have illness at some time. The father, mother, or children, and sometimes the entire family, may be stricken. Only as the family has a sound economic basis can it be safeguarded from the financial disasters which so often accompany illness and death. Whether money is needed to provide care for a case of pneumonia, a tonsillectomy, or a new baby, the cost is too great to be met from the monthly check. In addition to these less usual expenses there are those for regular medical and dental care which often amount to a considerable sum. Through savings it may be possible to have proper care of this nature when it is needed. Many families set aside a definite sum each month for such emergencies. It is much better to be protected with a savings account or by insurance than to spend months

and years paying for such expenses after they have been incurred.

Many families use savings as a way of financing the education of their children. Especially is this true in providing for a college education. This is done most commonly by means of insurance policies, government bonds, and savings accounts which are taken out or purchased when the children are very young and continued until time for college arrives. Often, as the children grow older, they contribute from their earnings to the payments and the increase of the funds.

Savings furnish a protection against financial reverses, from the possibility of which no family is entirely free. Accidents, business depression, unemployment, and similar misfortunes may come to all. Savings have proved the safeguard of many a family in such times. The accumulation of the equivalent of one year's income in savings in some form should be a goal of all families, especially those with yearly incomes of less than \$2000.

Savings help insure adequate provision and self-respect for old age. Every person may reach the period when his earning capacity begins to decrease and the later period when it is gone entirely. The individual or family that has made no provision for old age is in a sad position. Old age needs protection and many comforts that youth can do without. It is humiliating to be dependent upon other people for support. Usually a person who is at least partially self-supporting is happier and is much more welcome wherever he goes than is the dependent.

Savings should be invested to yield returns to the family. The old custom of hiding the savings in the chimney or mattress is unsafe and unproductive. Money should be kept invested. There are many opportunities for investments, but before deciding where to invest, advice should be obtained from some reliable source. Get-rich-quick schemes that promise extremely high rates of interest are always questionable investments.

Savings may be invested in a home or other property. Real estate and real estate mortgages are usually thought to be among the best investments. They may yield small returns, but generally they are considered safe. This is true if too high a price is not paid for the property or too large a mortgage given. The state of repairs, the

cost of upkeep, the expected income return, and the possibility of sale should all be considered when one is investing in property. The locality and business conditions should be carefully investigated. Sometimes changes in these cause real estate generally regarded as valuable to fall so much in value as to be an actual loss to the owner. Building and loan associations have aided much in making investments in homes possible for many people.

Life insurance is generally regarded as a good investment. No matter how small a percentage of the family income goes into savings, some part of it should be invested in insurance. However, insurance should not be considered solely as an investment. It is also a protection. The father of a family should carry enough insurance so that his family will be taken care of in the event of his death, but he should procure a policy with a low premium payable over a long period of years; this leaves more of his money free to put into better paying investments. Also, he should carry more insurance during the minority of the children. There are many classes of insurance and types of policies. Accident, health, burial, endowment, and annuity policies are some of the additions to the regular types. The rates vary according to ages and provision. Information concerning the standing of an insurance company can always be obtained from the state insurance office. One should buy insurance only from a reliable company.

Carefully chosen stocks and bonds may offer satisfactory investments. Many people prefer to invest their savings in these because the interest yield is often greater than that from other investments. Government bonds are regarded as safe; however, they pay only a comparatively low rate of interest. United States Savings Bonds are issued in denominations of \$25, \$50, \$100, \$500, and \$1000. These are their maturity values. They mature in ten years. The prices at which you can buy them today are as follows: \$18.75 for the \$25.00 bond; \$37.50 for the \$50 bond; \$75 for the \$100 bond; \$375 for the \$500 bond; and \$750 for the \$1000 bond. For the average person, bonds are considered a wiser investment than stocks. Stocks should not be bought unless the investor can afford to risk the money so invested and to lose the income from it. Investments of this nature should be made only upon the advice of competent

authorities. The stability of the company, the quality of its management, and the laws of the state in which the company operates are all important factors in making one's decision.

Savings accounts offer another means of investment. These may be carried at the post office or bank. A savings account is desirable for the family and also for each member. It encourages thrift and, through the deposit of small amounts from time to time, makes possible significant savings. It may pay a small rate of interest while the account is growing to sufficient size to permit a more permanent investment that will yield higher returns. Saving is a habit that soon becomes a part of the individual's or family's living. However, the purpose of saving, as expressed by Bolton Hall, should be more generally accepted. He said: "Life is not made for saving but savings are made that life may be more abundant."¹

For your thinking and doing

1. Make a list of desirable ways to use personal and family savings. Decide the satisfactions and benefits that would result from each.

2. Name some good investments for savings available in your community. What are reasons for your choices?

3. Outline a plan whereby a person can make systematic savings. Do the same for a family.

4. Give examples of instances in which savings have been of the utmost importance to an individual; to a family.

5. What would be ample economic provision for a boy or girl to have a college education? For a woman of 65 living in a town of 500? For a young couple just married?

Problem 7. What use shall the family make of credit?

The past two decades have seen a rapid increase of the use of credit by persons and families for a wide variety of purposes. Not such a long time ago "buying on time" by a family was not nearly so highly esteemed as was paying cash. A common boast was, "I always pay cash," and with it went the inference "I have money." That this attitude has changed considerably is evidenced by an

¹ From *The New Thrift*, copyright, 1916, by B. W. Huebsch, published by the Viking Press.

incident that occurred recently. Two first-graders were arguing over the relative standing of the two families. With an air of finality one ended the controversy with, "Of course my family is the best for we have a charge account and yours doesn't. So there!"

Years ago credit was used chiefly by the family in the purchase of a home, land, or a business. Education was soon added to the items for which credit was used. Now most everything that the family has, from a needle to a haystack, can be bought on credit. As much as 90 per cent of household equipment and furniture are said to be credit purchases, and only one-third of the automobiles are paid for with cash. No doubt other articles, as clothing, musical instruments, and jewelry, would rank high among credit purchases, too, if figures were available. Many cash stores in all sections of the country have been forced to change to a credit policy in order to continue in business.

The steadily increasing use of credit is due in part to the family's need for it. If this need is not real, at least the family thinks it is. Our manner of living very definitely encourages the use of credit. Our days are so filled and crowded that we have little time to do our buying in person. The telephone is near by, and it is such an easy matter to lift the receiver, dial the number, give our order to the person at the other end of the wire, hang up the receiver, and rush to another task. We could, of course, pay for the things when they are delivered, but we do not wish to be forced to stay at home just to pay for a few groceries or some sewing materials. We find it much more convenient to pay for all of the month's purchases at one time. No doubt the tendency of everyone toward a high standard of living has also increased the use of credit. Many families are at least one month behind in their finances. Paying out most of this month's income for last month's expenditures makes it necessary for the family to depend upon credit for its needs for this month, unless there is a reserve to meet these future expenditures. The production and high-powered advertising of beautiful, efficient, and expensive household equipment has brought another demand for credit. The homemaker desires the equipment, but, alas, the family lacks the money with which to buy it. However, if payment for it can be extended over a long enough period that

DATE

APPLICATION FOR CREDIT

NAME MR. MRS. MISS		WIFE'S NAME		PHONE	
ADDRESS		ZONE APT. NO.		OWNS RENTS	
FORMER ADDRESS				SINGLE MARRIED	
EMPLOYER		OCCUPATION		HOW LONG	
FORMER EMPLOYER		OCCUPATION		HOW LONG	
WIFE'S EMPLOYER		OCCUPATION		HOW LONG	
NEAREST RELATIVE		YEAR	CREDIT EXCHANGE RATINGS	YEAR	PURCHASES
ADDRESS					PAY?
PERSONAL REFERENCES					
BANK		SVGS. CKG.			
HAVE ACCOUNTS AT					
<input type="checkbox"/> ADLER	<input type="checkbox"/> KEITH				
<input type="checkbox"/> BENKSON	<input type="checkbox"/> KLINE				
<input type="checkbox"/> DUFF & REPP	<input type="checkbox"/> PECK				
<input type="checkbox"/> EMERY, BIRD	<input type="checkbox"/> ROTHCHILD				
<input type="checkbox"/> JACCARD	<input type="checkbox"/> TAYLOR				
<input type="checkbox"/> JONES	<input type="checkbox"/> WOOLF BROS.				
AUTHORIZED TO BUY					

SETTLEMENT TO BE MADE IN FULL IN TEN DAYS FOLLOWING DATE OF BILLING. THE ABOVE STATEMENTS, MADE FOR THE PURPOSE OF OPENING AN ACCOUNT AND OBTAINING CREDIT, ARE CORRECT. IT IS UNDERSTOOD THAT ANY ATTORNEY FEES OR COLLECTION COSTS INCURRED IN THE COLLECTION OF THIS ACCOUNT SHALL BE PAID BY ME.

SIGNATURE _____

CREDIT LIMIT	APPD. BY	DATE OPENED
-----------------	-------------	----------------

HARZFELD'S INC.
KANSAS CITY 6, MO.

BENNINGTON BOND INC.

PAT. NO. 1,817,860

FORM 0-05 010 000-00

Any company extending credit desires certain information about the applicant's financial and personal standing.

small payments every month or week are possible, the article can be purchased. Because incomes generally are low, the buying of household equipment is done largely in this manner as are other articles which cost a considerable sum. Long ago the plan followed would have been to wait about buying the article until the necessary sum of money was in hand. Today too many of us, more or less, have the "can't waits" and must obtain the desired article at once, and thereby begin to receive the satisfactions from its immediate use.

Credit offers us numerous advantages and is most valuable to us in many ways. It would seem, too, that in our present way of living, few families can do without the use of credit in some form. On the other hand, it should be remembered that credit and all that goes with it must be paid for, and, with rare exception, by the one who obtained it. Credit is not free, as many would like to think. Before using it the family needs to decide whether its cost is great or is outweighed by the returns from its use.

The first step in the use of credit is obtaining a credit rating. The meaning of the term itself implies the importance of this step. Credit indicates that a purchase is made and the payment for it deferred until some future time. A credit transaction is made possible because the seller has confidence in the purchaser's intention and ability to pay later for the purchase. A credit rating depends upon the honesty of the person and his willingness and interest in trying to pay what he owes promptly, his ability to pay, which includes his earning capacity and the property he owns, and the security he may have to give the seller to insure him against a loss. One or more of these may be the basis for the rating. In most instances a written application made on a special form is required to obtain a credit rating. Each agency or firm provides its own form for this purpose. The amount and kind of information desired depend upon the type and extent of credit desired. In any case, the facts must be sufficient to establish the seller's confidence in the purchaser. A high credit rating is considered an honor and often is used as a recommendation for other purposes. The family or person who buys only what can be afforded and pays for it promptly at the time agreed is given a high credit rating. One should value his credit rating highly and safeguard it carefully.

Short-term credit has a wide use. If the time for payment of an article is less than one year, we call it "short-term credit." Probably only a very few families do not make some use of short-term credit at some time or other. Their use of this type of credit is mainly for the buying of the goods and services required by the family in its daily living. Included in these are food, housing, household equipment and furnishings, household labor, medical services, expenses for education and clothing. Occasionally families use short-term credit to pay off old debts. The types of short-term credit used by families are dealer or store credit, which consists of charge accounts and installment buying; and cash credit, known sometimes as cash loans. Dealers who give store credit most always provide other services not given in cash stores; hence a higher price is paid by all who trade there. It is frequently said that the person who pays cash at this type of store is a loser because he, as well as the person who buys on credit, helps pay for the expense of the credit

COLE BROS. DRY GOODS CO.

Member of Manhattan Credit Bureau
of the Chamber of Commerce

Manhattan, Kansas, 12-31 1947
Name Mary King
Address 1108 D St., Addy, Kan
How long in city during school term
Parent's name A. S. King
Parent's address San Francisco, Colo
Parent's occupation Druggist
Occupation _____ Student ☒
Income or allowance \$50.00 mo.
When paid Monthly
Credit limit per month \$10.00
With what bank do you carry an account State Bank of
References Bever Green, San Francisco, Colo
Obermeyer Co - - -
Woodward & Loew - - -

The above statement is made for the purpose of obtaining credit and
I hereby agree to pay the account within 30 days from date of purchase.

Signed Mary King
Written consent of parent
must be attached.

selling. Charge accounts are a great convenience for the purchaser. They save time when the transaction is made and when the bill is paid. They are especially desirable if there is any question about the purchase being final. For example, a ready-made garment is purchased and alterations on it are required. When these are made by the store, if they are not satisfactory, necessary adjustments will be much more easily made if the purchase was charged rather than if it was paid for. Customers who have charge accounts are given more consideration in the credit store and seem to be preferred to

the customers who pay cash. However, charge accounts are not without their disadvantages. Perhaps no method of buying so definitely encourages large unplanned expenditures, with no thought to what can be afforded. Frequently, the use of accounts is not limited to adult members of the family and is extended to several stores. There is no more certain means of bringing about financial disaster to a family than by opening charge accounts in many stores where any member may make unconsidered purchases.

Installment buying consists of making a down payment for an article and then regular weekly or monthly payments until the entire amount is paid. The payments may extend over one or two years, depending upon the price of the article and governmental restrictions in force. With the down payment, the purchaser immediately acquires the use of the article, though its ownership remains with the seller until the last payment is made. The "carrying charges" are very large in installment buying. They run as high as 30 per cent in some instances, and charges of 16 and 18 per cent are common. Because the total amount is divided into many small payments, extended over a long period of time, most people do not realize how much they are paying for the privilege of immediate use. One should always find out the lowest cash price asked for the article and subtract it from the total amount that will be paid for it under the installment plan to see what the real carrying charges are. Installment buying is popular now with certain groups of people, partly because of the unwillingness of a large group of people to face facts. A persuasive salesman can often convince a man or woman that he cannot afford to wait to make a certain purchase when, if he were honest with himself, he would be forced to admit that he could not afford to buy at the present. The phrase, "weekly payments for weakly minded," may serve as a subtle reminder when one is pressed by heavy persuasion to buy. Are we ever justified in using such an expensive and involved system of purchasing as installment buying? In the case of labor-saving devices and things that last a long time and help pay for themselves in labor saved, as a vacuum cleaner, a sewing machine, or a washing machine, this plan may be desirable to use. However,

clothing and luxuries should seldom, if ever, be purchased on the installment plan. Always the price paid for the service should be carefully considered.

Cash credit, or loans, may be obtained from various agencies, including individuals, banks, credit associations and unions, personal finance companies, and pawnbrokers. The businessman uses the bank chiefly for cash credit, but this source is not always available to families. Usually the rates for such loans are high, even in those states that have regulations for them. Credit associations and unions in which the family or one of its members hold stock or membership usually provide a loan at a lower rate than do the other agencies. Finance companies and pawnbrokers are the highest in their charges, frequently exceeding those made even in installment buying. Such credit should be thoroughly investigated, the rates known, and its use by families strictly limited.

Long-term credit, too, has its place in family living. It is used where more than five years will be required to pay the loan. The purchasing of a home or other property, the building or remodeling of a home, and the refinancing of present debts are all done by means of long-term credit. Home ownership would be impossible for the majority of families if it were not for this type of credit. Long-term credit requires security of some type which is generally in the form of a mortgage given on the property being purchased or on some other property. The mortgage carries a specific rate of interest, and if it is to be paid off in a lump sum at a given future time the interest is paid annually. If the mortgage is to be paid in small monthly payments over a number of years, the total interest is added to the mortgage and the payments include both. This is known as the amortization plan and is widely used in the purchase or remodeling of a home. In either case, the purchaser holds the title of the property but, of course, in reality does not have complete ownership until the mortgage is paid. Long-term credit for property may be obtained from building and loan associations, banks, insurance companies, mortgage companies, the Federal Housing Administration, and individuals. The loans usually are made for from ten to thirty years and the rates of interest are from 4 to 7 per cent. Credit of this nature requires

that the borrower have some property or money besides the additional amount he is seeking. Important considerations in such loans are whether the value of the property warrants the loan, the amount of the borrower's ownership in the property, his ability to pay the loan, and his interest in doing so. In the use of long-term credit it is important that not too great a price be paid for the property, or that more expensive property is not purchased than the income justifies. The often suggested guides—"not over one-fifth of the year's income should be paid for housing" and "no more than two or two and one-half times the annual income should be invested in a home"—are good ones to follow in this matter. In buying or building a home, many agencies require that the borrower have at least one-fourth of the total needed before granting the loan. The Federal Housing Administration requires for the down payment 10 per cent of the price of the house and lot if the price is \$6000 or less, and 20 per cent of any additional amount over \$6000. The larger the down payment, the better it is for the purchaser. The payments are smaller and extend over a shorter period.

The family should use credit to enrich living and not to increase spending. Above all, the use of credit should be in keeping with the family's ability to pay. This should be determined in just the same manner as is its ability to make cash purchases. The rates paid for credit should not be excessively high or out of reason, thereby unduly increasing the cost of the purchase. The plan for payment should be such that it can be done by the family without hazard to its well-being. Credit for meeting the everyday living needs of the family should be confined to the short-term type, preferably thirty days. Long-term credit should be reserved for acquiring property, especially a home. Families need to appreciate the advantages that come to them through credit and do their best to make effective use of it. They need to keep in mind that credit means debt; debt must be paid; payment requires money; and money comes out of the family's income. Credit can be a blessing or a curse as the family chooses to make it. The attitude, "You can sell me anything if I don't have to pay for it now," will lead to nothing but financial difficulties for any family. Credit should not

lead the family into financial disaster but improve its present situation.

For your thinking and doing

1. Name the uses of credit that you consider justifiable for a person; for a family. Name those that you consider unjustifiable for a person; for a family. Give reasons for your choices.
2. Evaluate the rule: "Always pay cash. Never use credit."
3. Tell of an experience you may have had in using credit.
4. Find out some of the differences in prices charged at cash stores and credit stores. Why are the prices not the same?
5. Ascertain what the purchaser pays for buying any of the following on the installment plan: a stove, a watch, a fur coat, a car, a radio, a washing machine, and a diamond ring.
6. What use should families make of charge accounts?

Unit Activities

1. Begin the keeping of your personal accounts for a semester or more.
2. Keep your home accounts for one month. Continue for a longer time if possible.
3. Plan your own expenditures for one or more months.
4. Plan the expenditures of your family for one month. Compare with the actual expenditures.
5. Plan a year's budget for a given family.
6. Make a study of the various plans for health insurance, medical care, and hospital care available to individuals and families.
7. Find out the rates, advertised and actual, charged by banks, finance companies, pawnbrokers, and credit associations and unions for short-term cash loans. When would you recommend that this type of credit be used by individuals? By families?
8. A family desires to buy a home and must use long-term credit to do it. What procedures must they follow? How much shall they pay for the property? What source of credit shall they use?

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Life photo by Herbert Gehr

Unit 8 . . . The Family as a Consumer

*We need consumer
education!*

THE first wail of an infant announces the arrival of a new consumer with insistent wants—wants that require commodities or goods for their satisfaction. His cries set forth his felt need for food, for warmth, and for services that contribute to his comfort. At first these wants are for material things, such as milk to be drunk, clothing to be worn until outgrown or threadbare, and services pertaining to his well-being and development that require someone's time and energy. Later the

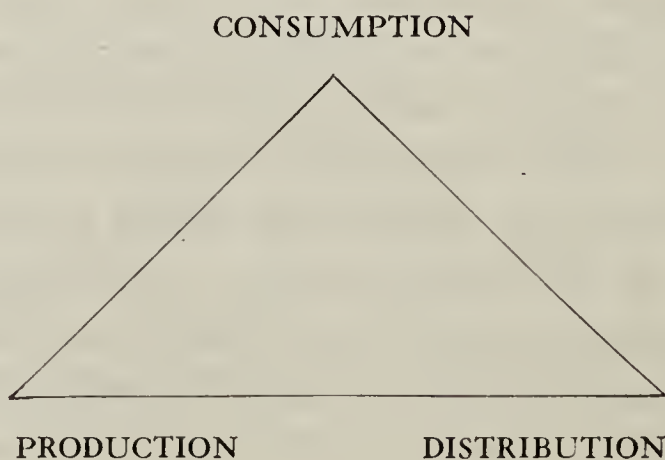
wants of his growing mind will include the desire for music, the opportunity to enjoy color and form in some artistic expression, a demand for a sense of safety and security, and means for recreation. His demands as a consumer increase. As he reaches boyhood he may assume certain home tasks, such as assisting in the garden and helping in canning or food preparation, and thus contribute to the household service that make him not only a consumer but also in a minor way a producer. If in his high school days he is a delivery boy for a grocery or takes on a milk or paper route, he adds a third phase to his economic activity, that of the distribution of commodities. In his adult life, when he chooses an occupation or vocation, he will find himself contributing to the production of material commodities that satisfy the wants of others, or producing services that satisfy wants, or else engaging directly in the distribution of commodities produced by others, or in a combination of production and distribution. All this time his role as a consumer continues.

This baby who with his first cry announced the coming of a new consumer is little ready to take over the responsibilities of one. Unable to speak, unlearned, and unknowing, he cannot assume the problems of a choice of baby foods, of diaper cloths, or of sleeping robes. Decisions concerning such choices are made by the family. Some four or five years later, with a penny clutched in his hand he may become, for the first time, a buyer, bent on a choice between lollipops and licorice. From this time on, some of his consumer needs are increasingly met through his spending, but throughout the life of the *average* individual, at least, the family continues to serve as the important unit of meeting consumer needs, in both home production and buying. Its provision for these needs may be either direct or indirect; that is, production may be carried on in the home to make products that will meet the wants of the family, as with a homemade dress; or these wants may be met through buying goods with the family income or the money earned outside by the family workers. The standards maintained and the satisfactions secured depend largely on the family's success as a consumer unit. This is, in turn, determined by the kind of consumer that each member of the family becomes.

Problem 1. **How shall the family approach its consumer problems?**

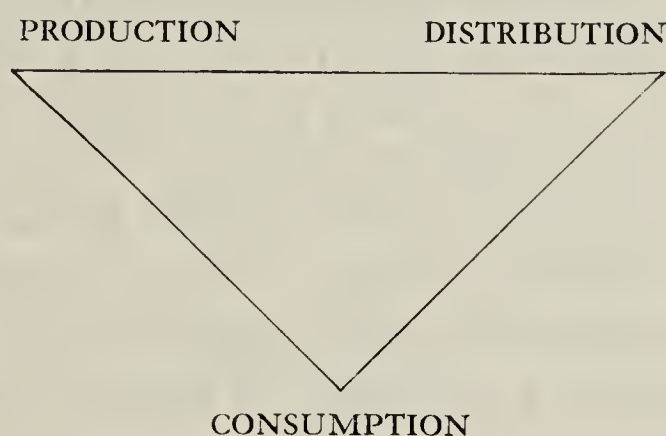
For many years economists have considered the phases of our economic life in terms of what happens to the commodities that comprise our wealth. Tracing these by steps they see that goods are produced, distributed, and consumed. Therefore the phases of our economic life are usually cited as if that were the order of importance, the chief emphasis having too often and too long been given the solution of problems arising in production and distribution. In the efforts to produce more goods to sell and to obtain a wide distribution of them, the consumer himself has often been entirely overlooked. Whether he needed, wanted, or could pay for the goods without harm to his family, seemed to matter but little if he could be induced to buy. Once they were produced and were on their way toward him, the consumer problem was regarded as settled. Production and distribution developed and increased with no consideration to the consumer's needs, wants, and ability to pay. Undue pressure upon the consumer resulted. This encouraged and even forced him into many buying practices that were not to his best interest, especially the overuse of credit. This kept him from making wise purchases and using his income effectively.

Production and distribution should be considered in relation to the best interests of the consumer. The phases of our economic life are often illustrated by the use of a triangle with a broad base. The three points represent consumption, production, and distribution. When production and distribution contribute toward the



desirable position of the consumer, consumption is at the top point, with production and distribution at the points at the ends of the base. All three economic factors are being maintained in a stable and satisfying relationship which contributes greatly to the consumer's well-being.

If production and distribution are raised above the consumer in consideration and advantage, the situation is as if the triangle were turned upside down. Then those forces, production and distribution, that in the first position sustained and directed toward a third point, consumption, become forces bearing down upon it. As a result, the consumer suffers.



Bringing the points, production, distribution, and consumption, back into the relationships of the first position requires understanding of consumer wants and the forces that influence them. It also requires thinking from the standpoint of *man*, rather than of the goods used by man.

The amount available for spending is important. The money income—that is, the amount of money available for spending to meet family wants and needs—is higher in the United States than in many other countries. In India, for example, where the average annual per capita income is said to be between seven and eight dollars, the buying problems would differ widely from those in our own country where the annual per capita income was in a recent peak year, roughly, \$1100. The statement of an average as if it were the whole truth, though, is never quite fair. The average varies widely among states. In this same year the variation was from \$528 in the state with the lowest average per capita income to \$1519 in the state with the highest. Also in the United States we have a

wide range of incomes with some few families receiving as much as one million dollars and with many families receiving less than \$700.

Although the average per capita income may have been \$1100, that received by the vast majority of our people was far less. Along with the amount of the income is another important factor—the purchasing power of the income. This \$1100 average per capita income had no more purchasing power than did an income of \$776 four years earlier when the average per capita income was \$575.

The family that has an annual income of \$15,000 will approach its problems of buying quite differently from the family with an annual income of \$700. In the first case the problem of actual needs rarely comes to the surface; in the second, the problem of wants beyond basic needs receives little, if any, consideration. The matter of “getting your money’s worth” becomes increasingly important as the money you have to spend becomes less. With little to spend, assurance of value received for every dollar spent is vital to the success of the family in meeting the wants of its members.

Accepted values exert a powerful influence. It has been said that spending sets the background for the whole of life—that by it we determine whether we are to become engrossed in a pursuit to obtain “things” or whether we are to make our use of money an expression of high spiritual and moral values. Some of the “things” for which the demand is created and maintained by an unreasoning interest in self are luxury goods of the display type: large cars, fur coats, many hats—one right after another that are worn only a few times, faddish jewel-bedecked compacts, expensive toilet articles, and similar items. The values placed by the individual on “things” often emphasize these before commodities fundamental to sane living. The complaint of the girl who managed to purchase certain costly trinkets by foregoing her lunch bears testimony to this: “I need the things I want so much more than I want the things I need!” Her mistake lay in the choice of values. Display, as a means of distinction, and self-indulgence, as a satisfaction, were rated too high. Doubtless the error could be

traced to her family's attitude on such matters. If the values the family esteems most highly are "plain living and high thinking," its expenditures will be free from luxury spending, and it will obtain its own release from the tyranny of *things*. If the family is self-centered and seeks distinction through show, that, too, will be apparent in its spending. Fortunate indeed is the family that is able to obtain satisfaction in associations and personal contacts in both the home and the community without interpreting happiness in terms of "things" that its members must have. Both the individual and the family that seek satisfaction through spending money to outdo others will fail to find lasting happiness. Vulgar display is a poor basis for family living.

The understanding of needs exerts an influence. An effective approach to the consumer problems of the family is most dependent upon an understanding of the needs to be met. This should be given first consideration in all of the family's buying problems. True at all times, this fact becomes particularly important at the lower income levels where each dollar must be "stretched" to cover the basic necessities in even a meager way. A rounded view of all the needs of all the family members provides a safeguard against indulgence of one need at the expense of another or of an effort to ape the buying habits of a more moneyed group. The "sobering influence of facts" should lead to considered spending.

The presence or absence of production activities in the home has a marked effect. The early American home was a center of production. Most of the goods needed for consumption were produced there. This home was almost entirely self-sufficient. Food of all kinds and types was produced in such quantities that little was obtained elsewhere. Clothing was made at home from materials produced there. Furniture, implements, tools, and even the house, were all home products. Accounts of families of this period show that in some instances nails and salt were the only purchases made during the year. Between some families an exchange of products developed, but this was usually carried on between relatives and neighbors living near by. Because many things were required by a family, most of the family life and

activities were concerned with the supplying of the family's necessary wants. Little time was left for anything else.

Today the opposite situation exists. The home no longer gives all of its time, or even most of it, to producing goods to satisfy the wants of the family. Production has largely been taken out of the home to the factory or a similar agency. Many families obtain all of their goods by going to the store or market and choosing from a display of numerous units of the various products. There is scarcely an article of any kind that is used in the home but what can be had readily at the store and usually at a price in reach of the average family. Present home production consists largely of changing the form of the commodity or making it over entirely, as in the case of preparing canned foods into new and interesting dishes, the making and remodeling of garments, and the refinishing of furniture. The need seems to be not so much for the development and perfection of skill in production as for the wise choice and use of the goods obtained.

Definite knowledge concerning the qualities of purchased goods is not easily had. This was not the case when the article was made at home and its quality in every respect was known. The consumer himself had made the article. He knew exactly what it contained. If the quality were superior or if it were inferior, he was aware of it. The present-day consumer does not know at firsthand what materials went into the article that he purchases. Neither does he know its quality. Generally he must depend upon the statement of the producer or the salesman, which may or may not be reliable. In a few instances he has specifications or standards to go by. He may get value received for his money or he may not. Shoes purchased may wear him one month, when he needed eight or nine months' wear from them; hose may last two days, when they should have lasted several weeks. If an article has proved a satisfactory purchase, there may be no way by which an identical one can be obtained. The change from being producers to being consumers has brought many new and difficult problems to our homes. Careful selection, wise choices, and economical practices are much more essential and vital than when home production was the usual custom.

For your thinking and doing

1. Explain how every person is a consumer, giving examples.
2. Name the wants that you try to satisfy each day. How do these differ with individuals? Which of these wants require expenditure of money to satisfy?
3. Make a list of things that formerly were only produced in the home but now can be obtained elsewhere. Suggest the effect this change might have on a particular home.
4. Select a family with a given income. Imagine what might take place in a discussion of the purchase of a living room suite. What would influence each of the various members in his choice?
5. Why do many families buy in smaller quantities and make more frequent purchases than did families twenty-five or thirty years ago?

Problem 2. How can family members be intelligent consumers?

On first thought being a consumer may seem a simple matter. When an article is needed, we go to the store and buy it. Then we use it as we see fit. But is this done as easily as it first appears? Numerous questions will arise at every step; for example, planning the use of the income so that the purchase is possible, making the choice, the actual buying, and the use of the article after it has been purchased. Many of these may not be readily answered, and most of them require intelligence, information, and education if wise choices are to be made.

Understanding the present system of buying and selling is important. The process of buying and selling has become highly complex and complicated. In most instances we buy from our dealer who has purchased from a jobber or wholesaler who, in turn, has purchased from the producer or even from another middleman. An article may have passed through the hands of a number of marketing agents before it reaches the ultimate purchaser. In each stage, the person or firm involved in the marketing of the product must be paid something for his services. Thus the price that the ultimate consumer pays is much greater than that paid the producer. Why is this the case? One reason is that we have come



Lever Brothers Co.

Personal shopping from a carefully prepared list is good buying procedure.

to demand many kinds of goods that are not produced in our own locality. Then, too, we desire products out of season. It has also been found that sometimes it is more desirable to produce certain things in certain localities. For example, textile mills are located where there is cheap water power, canneries where the food is raised or grown, and sugar refineries in the sugar-producing regions. Except in a few instances, it is practically impossible for the consumer to obtain goods directly from those producing them. He must depend upon getting them from someone who has direct contacts with sources of production.

The price paid for a commodity must include the amount that goes to the producer and the amount that goes to those who obtain the product for us, including any expense involved and a fair return for these services. The laws of supply and demand are always important influences in determining price, but the supply will be

(BLANK) BRAND U. S. GRADE A FANCY TOMATOES

DESCRIPTION

Size No. 2½	1 lb. 12 oz.
3½ cups	3-4 servings
Minimum drained weight	66%
Grading score	90-100 points

U. S. GRADE A FANCY

tomatoes are prepared from ripe, sound tomatoes of good red color; packed whole or almost whole; with normal tomato flavor.

INFORMATION

USE these whole tomatoes for individual servings, baked, broiled, or in salads. The remaining juice may be used in aspic, beverages, and cocktails; breads and cakes; flavoring in soups, gravies, or sauces; for poached eggs; or frozen into sherbets and ices. U. S. Grades B and C, while practically the same nutritionally, have different recipe uses.

PREPARATION: Retain Vitamin C content by not over-cooking; and by storing unused portions, covered, in the refrigerator.

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STECHER TRAUNG ROCH, N. Y. D.

U. S. Inspected Foods Educational Service

Informative labeling is helpful in the wise purchase of foods. This label gives information about Grade A tomatoes. (See also pages 366 and 367.)

diminished if the price received does not pay for its production and some additional return. Producers whose production costs are relatively high will withdraw and direct their efforts where greater returns are to be found. Price is also affected by government subsidies, price controls, and other regulations. Sometimes there is a feeling of distrust toward the various agencies that furnish us with goods. We may think that an undue amount of money is required by them. We should base our judgment upon facts. If we purchase commodities, we must realize that agencies are necessary to furnish them to us and that a reasonable price must be paid for such serv-

(BLANK) BRAND U. S. GRADE B EXTRA STANDARD TOMATOES

DESCRIPTION

Size No. 2½	1 lb. 12 oz.
3½ cups	4-6 servings
Minimum drained weight	58%
Grading score	75-90 points

U. S. GRADE B EXTRA STANDARD

tomatoes are prepared from ripe tomatoes of fairly good red color; packed in whole or in part of large pieces; with normal tomato flavor.

INFORMATION

USE these tomatoes for casseroles, scalloped, or in combination with meat, fish, fowl, seafood, eggs, scrambled and omelets, and with other vegetables; pies, savories, or stewed. The remaining juice may be used in aspic, beverages, flavoring in sauces, sherbets, and molded salads. U. S. Grades A and C while practically the same nutritionally, have different recipe uses.

PREPARATION: Retain Vitamin C content by not over-cooking; and by storing unused portions, covered, in the refrigerator.

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U. S. Inspected Foods Educational Service

This label shows the Grade B standard of quality. (See also pages 365 and 367.)

ices. Cases of "making and taking" unfair profits, often known as profiteering, do occur; but public opinion, competition, and legislative action, both federal and state, generally have been found effective means of control.

Information concerning the goods being purchased is essential. However, this is not always easy to obtain. How do we find out about a commodity and its characteristics? There are several different ways. Suppose we consider these and decide upon the value of each.

Inspection is a common method. It is done by examining care-

(BLANK) BRAND U. S. GRADE C STANDARD TOMATOES

DESCRIPTION

Size No. 2½	1 lb. 12 oz.
3½ cups	5-7 servings
Minimum drained weight	50%
Grading score	60-75 points

U. S. GRADE C STANDARD

tomatoes are prepared from mature tomatoes in whole or in part of small pieces; fairly red color, with normal tomato flavor.

INFORMATION

USE these tomatoes in au gratin, casserole, scalloped dishes; for flavoring or tenderizing meats, or fish, poultry, eggs, beans, rice, spaghetti, macaroni, chili con carne, tamale pies; with other vegetables; or in soups, creamed and vegetable, and timbales. U. S. Grades A and B while practically the same nutritionally, have different recipe uses.

PREPARATION: Store unused portions, covered, in the refrigerator.

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STECHER TRAUING HOCH, N. Y. D

U. S. Inspected Foods Educational Service

This label shows the Grade C standard of quality. (See also pages 365 and 366.)

fully the product and noting its characteristics as we are able to judge them. This method has its limitations because not all qualities can be determined by inspection. It may be satisfactory in selecting potatoes or fruit, but even here the flavor and texture of the fruit or vegetable cannot be judged. Inspection is entirely inadequate in selecting manufactured goods in which many defects and weaknesses may be camouflaged or covered up.

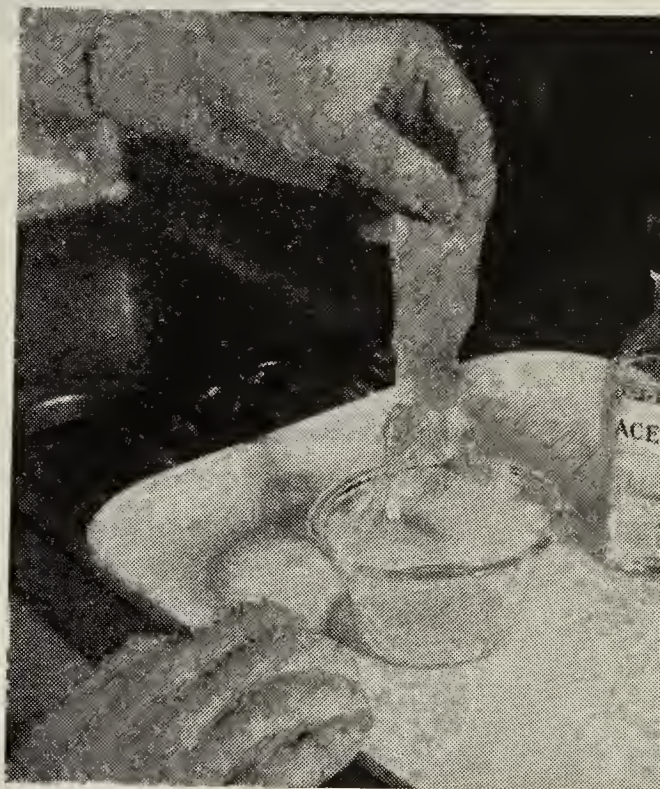
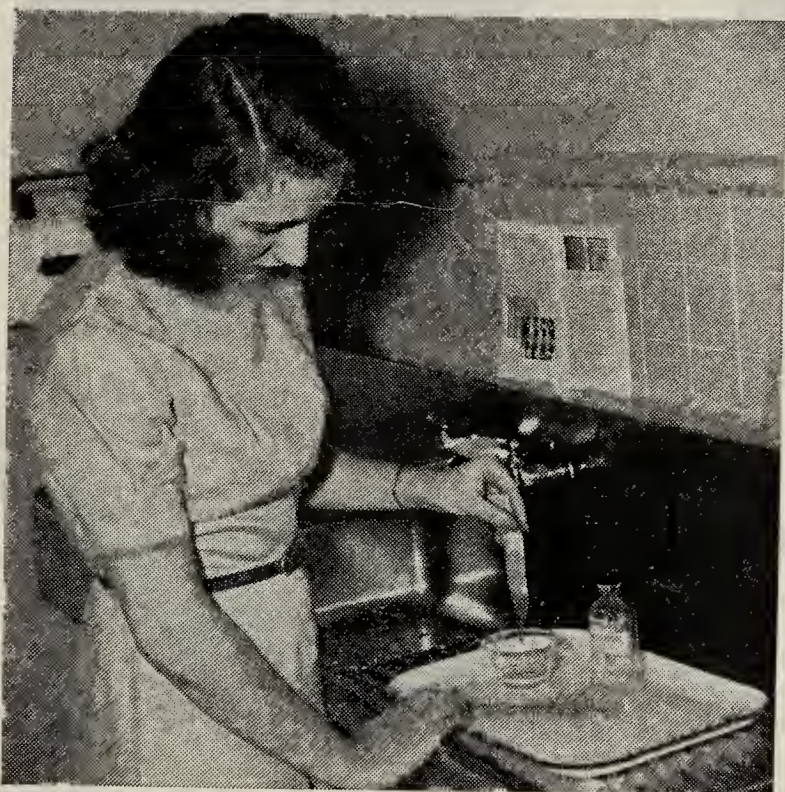
Experience or trial gives a good basis for judgment, but it is not always possible to learn the qualities of an article in this manner. For example, a homemaker may be able to determine by use the

qualities of a cleansing powder, a brand of tomatoes, or a kind of shoe polish. These articles represent a small expenditure of money and are purchased frequently. Many products, though, are bought only once in a number of years, as a sewing machine, a refrigerator, a davenport, or a range. The expense and time involved in applying the trial-and-error method to these make this method impossible.

Another source of information for the consumer-buyer is the *market agencies*. These include salespeople, advertisements, labels, and statements from the manufacturer and producer. The value of information from this source is, of course, largely dependent upon the honesty and integrity of market agencies and the terms in which the information is stated.

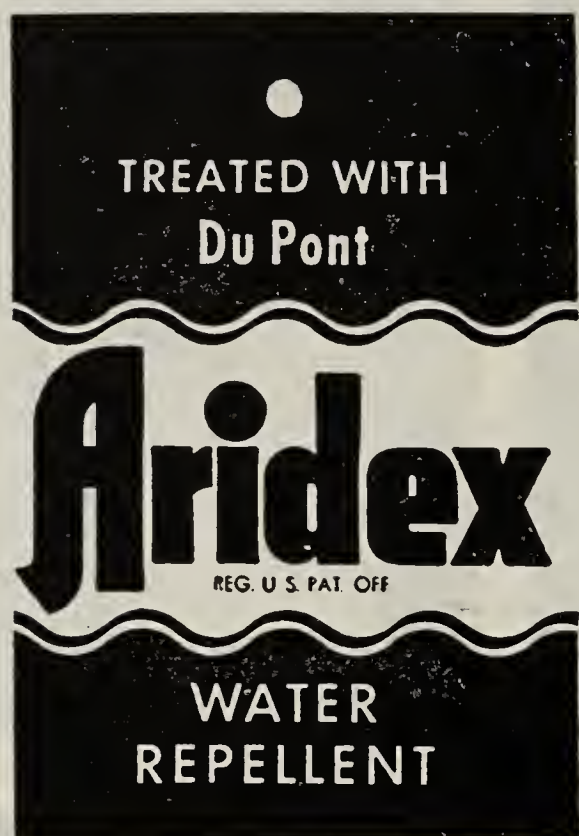
There is now a great interest in and a demand by consumers for *adequate informative labels* on merchandise, and many producers are interested too. This type of labeling tells the consumer in simple language about the article which he considers purchasing. Important points included in informative labels are the quality of materials used in making the product; the performance of the product under actual use, and the proper care that it should be given. An adequate informative label tells the purchaser enough to enable him to judge the product's quality or value to him and to compare this with the quality and value of other grades of the same product and with the same grade of the product put up by other companies or under other brand names. Many labels are practically worthless as far as the information they give is concerned. The Federal Food, Drug and Cosmetic Act of 1938 made a number of new requirements in regard to the labeling of food. All of these add to the information available to the consumer about the product when he buys. The federal government requires now that weighted silk fabrics, and garments made from them, be so labeled; that rayon fabrics be labeled as to content and kind; and that wool fabrics be labeled as to content and kind.

Testing is a desirable means of obtaining information, but the home has few facilities for such a method and the average consumer is unprepared to do the testing. Testing must be largely left to laboratories and to persons prepared to do it. The splendid re-



U. S. Bureau of Home Economics and Human Nutrition

All wool material dissolves entirely when boiled for 15 minutes in a solution of one tablespoon of lye in one pint of water (*top left*). A pure-dye silk burns with a small flame, giving an ash that is black and shiny, and forms in tiny, porous, brittle balls along the edge of the fabric (*top right*). A weighted silk chars rather than burns and leaves a black ash of the same shape as the cloth. Acetate rayon when dipped in acetone dissolves, forming a thick, sirupy substance like hot jelly (*bottom left*). A fabric made of two types of rayon shows up under the acetone test (*bottom right*). The acetate yarns dissolve, leaving the viscose yarns.



Top right and top left, E. I. Du Pont de Nemours & Co.; bottom, Arlingcrest Naphthalated Wool

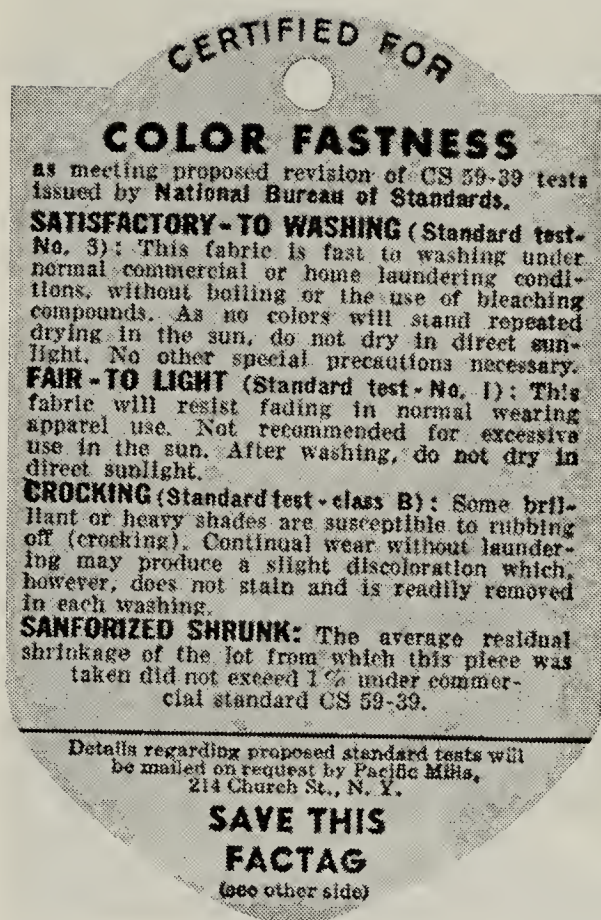
Informative labeling is invaluable to the consumer in the purchase of fabrics and clothing.



sources of the Bureau of Standards are used by the government to obtain factual information to direct its purchases of supplies for the army, the navy, and for other federal requirements. In government buying a determination is first made of qualities required in the article to be purchased, and tests are made for these. Manufacturers who would sell goods to the government must submit samples for testing before a purchase is made. The individual consumer, too, needs to have adequate and correct information about



Pacific Mills



Some companies certify their fabrics as meeting standards established by the National Bureau of Standards at Washington.

what he is purchasing; otherwise, it is impossible for him to make intelligent choices. His present methods of obtaining information are entirely inadequate and unreliable.

The consumer should demand specifications. The average consumer is a haphazard purchaser. He buys forty cents' worth of meat, ten yards of percale, two work shirts, or a sack of flour, paying little attention to what he is getting for his money. If the product is of good flavor, or if it wears well and lasts a long time, he says that he got his money's worth. He then blindly purchases more of the same articles with no assurance that he is purchasing the identical products that have given previous satisfaction. Quite the opposite is true when the government and many manufacturing firms do their purchasing. They buy by specifications. This means that specific qualities and characteristics are listed, together with the company's guarantee that the product meets these standards. It would be most helpful if the consumer could be informed of what he is buying, by means of definite specifications stated in fa-



Consumers' Guide

These three cans are examples of the labels used on merchandise which is packed under the continuous factory inspection of the U. S. Department of Agriculture. This information is indicated on each can.

chasing, we can expect little in the way of adequate protection. Some few commodities with specifications attached are now offered on the market. Some sheets and pillowcases are among these, and their labels give the size of the sheet and the thread count and breaking strength. Of course, such information as thread count and breaking strength only has meaning if the consumer understands its significance.

The standardization of products would be an aid. This carries the advantages of specifications one step farther by establishing definite characteristics for certain qualities of various commodities. If there were standardization of products, the consumer then would be able to know that whenever he purchased a given quality of an article he would always get an identical value. The grading of many goods is the result of efforts toward standardization of

miliar terms of which he knows the meaning. Many times he thinks he is buying a good article and pays enough to obtain it. However, if specifications for its qualities were listed or if they were in terms that he understood, he would find that the article was not of the quality he thought it to be. Of course, before specifications will have much meaning to them, consumers will have to decide what services and qualities they desire. Consumers should insist upon specifications when they are buying. Only by this practice will goods have statements of their qualities on them or labels that guarantee the product. As long as we are willing to buy without any indication or assurance of what we are pur-

Guest Chamber

REG. U. S. PAT. OFF.

OUR BEST QUALITY COMBED PERCALE

Made of long staple cotton combed,
leaving only the longest fibers—thus
assuring smoothness and longer wear.

THREADCOUNT: 103 warp yarns and 99 filling yarns
per sq. inch (the more threads per inch, the more wear)

BREAKING STRENGTH: Warp resists 79 lbs. strain per
inch . . . filling resists 85 lbs. per inch (the greater strain
a fabric takes—the greater service you may expect)

WEIGHT AND SIZING: Weighs 4 oz. per sq. yd. . .
only 1% sizing (this Combed Percale is lighter weight
than muslin yet stronger due to the fine yarns used)

SELVAGES AND HEMS: Wide tape selvages . . . extra
wide 4-inch hems at top of sheet . . . hand torn to insure
evenness after laundering

Woven size tabs for convenience—all figures are average

SOLD ONLY BY SEARS, ROEBUCK AND CO.

2L-405A

NUMBER

TORN SIZE BEFORE HEMMING

Guest Chamber

REG. U. S. PAT. OFF.

CARDED PERCALE

Made of long staple cotton.
Double carding increases smooth-
ness and evenness of yarn.

THREADCOUNT: 96 warp yarns and 90 filling yarns
per sq. inch (the more threads per inch, the more wear)

BREAKING STRENGTH: Warp resists 68 lbs. strain per
inch . . . filling resists 61 lbs. per inch (the greater strain
a fabric takes—the greater service you may expect)

WEIGHT AND SIZING: Weighs 3.9 oz. per sq. yd. . .
sizing only 1% (the light weight of percale cuts laundry
costs . . . gives smooth, silken sleeping comfort)

SELVAGES AND HEMS: Wide tape selvages . . . extra
wide 4-inch hems at top of sheet . . . hand torn to insure
evenness after laundering

Woven size tabs for convenience—all figures are average

SOLD ONLY BY SEARS, ROEBUCK AND CO.

2L-405B

NUMBER

TORN SIZE BEFORE HEMMING

Guest Chamber

REG. U. S. PAT. OFF.

OUR BEST MUSLIN

Exceeds Federal Specification DDD-S-281 for
threadcount, breaking strength and weight

THREADCOUNT: 76 warp yarns and 70 filling yarns
per sq. inch (the more threads per inch, the more wear)

BREAKING STRENGTH: Warp resists 81 lbs. strain per
inch . . . filling resists 76 lbs. per inch (the greater strain
a fabric takes—the greater service you may expect)

WEIGHT AND SIZING: Weighs 4.9 oz. per sq. yd. . .
only 3% sizing

SELVAGES AND HEMS: Wide tape selvages . . . straight
stitched hems . . . hand torn to insure evenness after
laundering

Woven size tabs for convenience—all figures are average

SOLD ONLY BY SEARS, ROEBUCK AND CO.

2L-405C

NUMBER

TORN SIZE BEFORE HEMMING

1959

90 x 108

Launderite

REG. U. S. PAT. OFF.

A VERY GOOD QUALITY MUSLIN

THREADCOUNT: 70 warp yarns and 62 filling
yarns per sq. inch (the more threads per inch, the
more wear)

BREAKING STRENGTH: Warp resists 62 lbs. strain
per inch . . . filling resists 58 lbs. per inch (the
greater strain a fabric takes—the greater service
you may expect)

WEIGHT AND SIZING: Weighs 4.3 oz. per sq. yd.
. . . only 6% sizing

SELVAGES AND HEMS: Wide tape selvages . . .
well stitched hems . . . hand torn to insure even-
ness after laundering

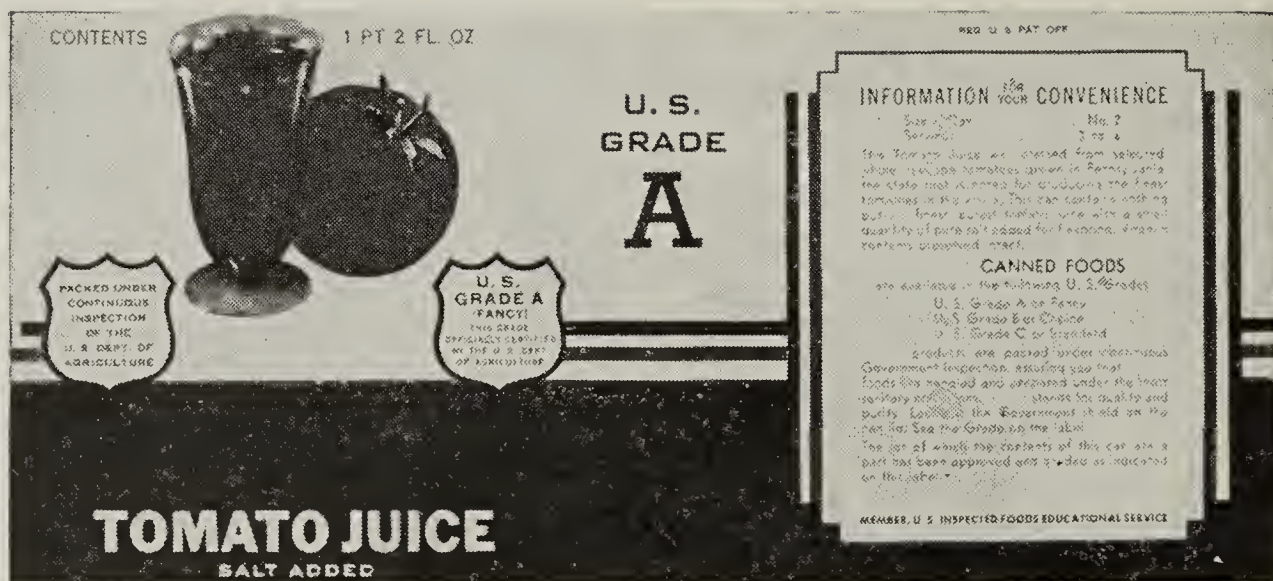
Woven size tabs for convenience - all figures
are average

NUMBER • TORN SIZE BEFORE HEMMING

SOLD ONLY BY SEARS, ROEBUCK & CO.
F1299B

Sears, Roebuck and Co.

Informative labels that show the quality of sheets and pillow cases make possible purchase by specification.



Consumers' Guide

The label may offer information for your convenience as well as the grade standard of the product.

products. Each grade has its own specifications and represents them to the consumer.

Many manufacturers grade their products and will proudly tell you that they do. But how many state their grades in terms that enable you to remember easily the grades of more than two or three companies? How many firms that you know grade their products 1, 2, 3 or A, B, and C? Some few do, but as yet not many. A grading system that is more or less uniform, regardless of the product or the manufacturer, and easily understood and remembered is needed. As is now the case, "Big Chief" may mean the standard or third grade of canned tomatoes and the first grade of sheeting. Another need is for the establishment of uniform standards of quality for each grade. This would mean that a given grade of any article, regardless of the producer, would be practically the same. According to present practices, the manufacturer, or jobber, for most products determines his own grades and the standards he will maintain for each. This results in great confusion for the consumer. A better system should be developed.

The federal government has established grades and standards for almost every product that it purchases. These may serve as patterns by which others build their grades and standards. Many are using these government grades and standards for this purpose. The Federal Food, Drug and Cosmetic Act of 1938 gives authority to

SCORE SHEET FOR CANNED PEAS

CONTAINER SIZE				
CAN MARKS				
LABEL				
NET WEIGHT (OUNCES)				
VACUUM (INCHES)				
TYPE				
SIZE				
FACTORS		SCORE POINTS		
I. CLEARNESS OF LIQUID	10	(A) 9-10 (B) 7-8 (C) 5-6 (D) 0-4		
II. UNIFORMITY OF COLOR	15	(A) 14-15 (B) 11-13 (C) 8-10 (D) 0-7		
III. ABSENCE OF DEFECTS	30	(A) 27-30 (B) 23-26 (C) 19-22 (D) 0-18		
IV. MATURITY	45	(A) 40-45 (B) 34-39 (C) 28-33 (D) 0-27		
TOTAL SCORE		100		
GRADE				

Consumers' Guide

This score sheet shows how the quality of canned peas can be scored.

the Secretary of Agriculture to set up and require standards of the minimum or lowest quality or grade of the different foods but for no grades above this one. Already such standards are in force for a considerable number of foods.

The United States Department of Agriculture has a provision whereby various food industries and marketing agencies can grade their products according to the U. S. grades and label them with the official U. S. grade and grading stamp, as the meat-packing industry has been doing for some years. This stamp consists of a shield within which is the statement that the product has been produced or packed under the continuous inspection of the Agricultural Marketing Service, U. S. Department of Agriculture, and that the grade is officially certified. In an official U. S. grade the letters "U. S." always precede the grade letter, number, or name. The U. S. Department of Agriculture furnishes the continuous inspection and grading service for which the company pays. Only those products that are inspected and graded under this continuous service may carry a U. S. grade name and the U. S. stamp. Many firms are using this service. Though a company may use for its

grades the letters A, B, C, D, E, F, the product labeled with any one of these must meet the government standard for the indicated grade or it may be seized for misbranding under the Food, Drug and Cosmetic Act. It may be that the possibility of buying by grade is much nearer at hand than has been thought.

Standardization in many instances reduces the cost to the consumer because quantity production is possible. Manufacturers say that much expensive household equipment could be made at a price within reach of the family of moderate income if standard sizes were established. This type of standardization is now being applied to heavy kitchen equipment, such as ranges, sinks, cabinets, and tables.

Advertisements should be viewed critically. They are often regarded as an important source of information about products. However, it must be kept in mind that this is not the chief purpose of the advertisement. The producer hopes to create a desire for purchase of the article and uses every possible means that he can to this end. He studies and makes good use of our weaknesses and our readiness to suggestions. Intelligent consumers take time to judge advertisements. Observation shows that the illustration used or the statement made in the advertisement often has little or nothing to do with the product. We should avoid being influenced by extravagant claims and statements about commodities and demand truthful advertising regarding them.

Following desirable practices in buying is important. The consumer should recognize the great importance of his activities as a purchaser. He should decide the best practices for himself and then follow them conscientiously. He should develop a desire for information concerning what he purchases and a willingness to make his purchases "fit his pocketbook." He should avoid the desire for showy and impressive things and try to depend upon his own honest opinion rather than that of others. The habit of "keeping up with the Joneses" never results in intelligent consumption. The consumer should have system in his buying and be as business-like as possible.

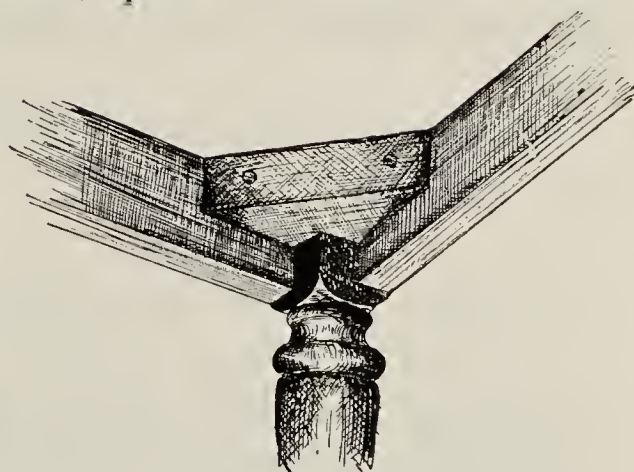
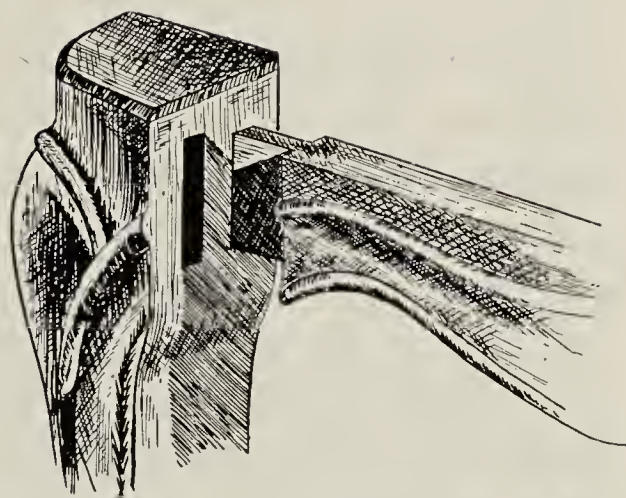
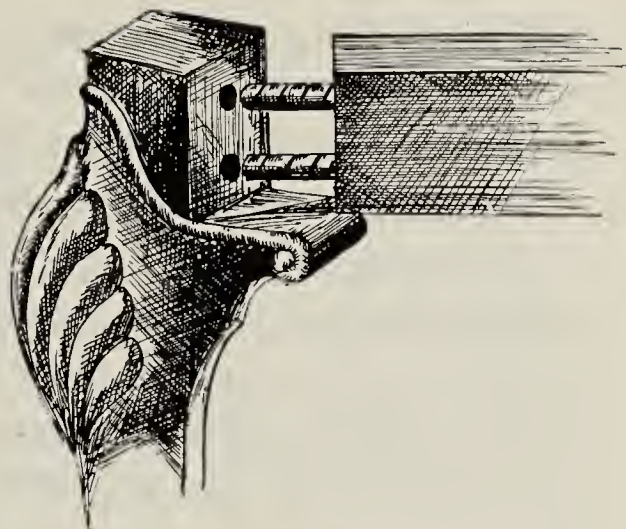
In making any purchase, certain definite information is necessary before a wise choice can be made. This includes facts regard-

ing the need and use of the article and its qualities. Special note of these when making the purchase is a highly desirable practice. For example, when buying furniture, important to note are such construction features as corner block, dowel, and mortise and tenon. These all make for greater strength and longer wear than other types of joins.

Ready-made clothing should be checked and examined carefully to see that it measures up to the desired standards and is likely to give the needed wear. Thus, if pajamas are being purchased important items to be considered are: the style; the neck finish; the size of the top and trousers; the length of the top, trousers, sleeves, and crotch; the fabric and the buttons; the buttonhole construction; the fastening for the top of the trousers; the seams and the stitchings.

• A ready-made dress should have certain qualities if it is to be a good buy. A school dress should have such ones as these:

1. The style of the dress and the fabric are suitable for the wearer and for a school dress.
2. The fabric is made of durable yarns with a firm, balanced weave.



The construction of furniture indicates its durability. Shown are the dowel joint (*top*), mortise-and-tenon (*center*), corner block (*bottom*). Construction details are given on page 195.

3. The fabric is a staple one rather than a novelty one.
4. Attached to the dress is a label that tells the kind of fibers making up the material and gives definite facts about the shrinkage, weighting or sizing, and color fastness to sunlight and washing.
5. The pieces are all cut the right way of the material.
6. The dress is cut full, with plenty of room.
7. The workmanship is appropriate, neat, and serviceable.
8. Ample allowances for alterations and a good hem are made.

These suggested procedures and similar ones are desirable to follow in other buying activities of the family and the various members. Whether the purchase be for food, clothing, equipment, recreation, medical care, or other goods and services, certain definite information should be had before the purchase is made.

The price, too, should be known before a decision is made. It is exceedingly bad practice to buy without first finding out the amount of money required. Consumers who use charge accounts freely are more apt to fall into this habit than are those who pay cash.

Some general rules that will aid in acquiring good buying habits are suggested:

1. Study your past expenditures and know how much you can spend for any given article or articles.
2. Make a market list before going to buy.
3. Obtain adequate information, or as much as you can, concerning a product before purchasing.
4. Be familiar with the common and practical tests for quality.
5. Be acquainted with grades and brands and try to buy according to these whenever possible. Select these in relation to the use that is to be made of the product.
6. Give preference to standardized products or those whose standards are known.
7. Read the labels and give preference to articles with good informative labels.
8. If installment buying is employed, know the rate of interest

charged and choose only a responsible and dependable dealer.

9. Inform the salesperson about how much you wish to pay, the size required, and the quantity desired.
10. Do not misuse the return-goods and credit privileges.
11. Avoid being influenced by high-pressure salesmanship to buy what you do not want or need.
12. When buying by telephone, use as nearly as possible the same business methods as in personal shopping.
13. Plan your purchases ahead of time and avoid "hand-to-mouth" buying.

The goods purchased should have a high use-value to the consumer. The intelligent consumer buys such things as will give him the most satisfaction for the greatest length of time. This is a most important means of getting value received for our money. To pay large sums, or even small sums, for products that can be used only once or seldom is poor practice. The satisfying of a passing whim or fancy may result in poor use of one's money. Few incomes can afford such extravagance.

For your thinking and doing

1. Recall four purchases that you have made within the past month. How did your procedures in buying measure up to the standards given in this problem?

2. If you were buying them, what specifications would you want on the following articles: a can of cherries, a mattress, a pair of hose, a winter coat, an electric toaster, and a ready-to-wear rayon house dress?

3. Compare the labels on several brands of canned peas or other food. Wherein do these differ? Open the cans and check the contents with the standards for the grades represented. How adequate is the information on the label?

4. Check labels on garments, household linens, furniture, and equipment. Evaluate each for helpfulness in purchasing and use.

5. Make an informative label for an article you might soon be buying.

Problem 3. What moral responsibilities has the consumer?

From two-thirds to three-fourths of the total family expenditures are made by women, and in some instances the proportion is as much as nine-tenths. This means, then, that the choices in the store and in the market are largely made by women. A visit to a department store or even the corner grocery will verify this fact. What are the shopping habits of these women? Are they efficient and considerate buyers? Do they realize that they have responsibilities other than that of obtaining a "bargain" or a "good buy" for themselves? The consumer—whether man, woman, or child—has an important responsibility in bringing about improvement in practices and facilities in buying. Through these he will be enabled to obtain more satisfaction from his expenditures and a better use of his income.

The consumer should desire equal advantage for himself and for the dealer. In his eagerness to obtain a bargain, he sometimes forgets that an undue advantage to the buyer may mean a heavy loss to the seller. A gain in such a case must be paid for in the end by the buying public. A woman sent a suit to be dyed. It was an inexpensive garment of inferior quality and, though the dyeing was satisfactory, the quality of the suit was not improved by the process. She refused to accept the suit and demanded that she be paid for the garment. In the end she forced the firm to pay her the price of a new and expensive suit. Of course her gain was only temporary. This was also true of the woman who, while the saleswoman went to bring other garments for her inspection, exchanged the tags on two dresses, thus being able to purchase the one she desired at a figure below the cost to the merchant. The loss in such cases must be made up by higher prices charged and fewer services offered to everyone. On the other hand, the consumer should demand that the dealer does not seek an unfair gain at the consumer's loss. His guarantee should be assurance that the merchandise is of a quality that is in keeping with the price asked and that it is all that is claimed of it. He should also be willing to stand back of his guarantee.

The consumer should be willing to pay for the services demanded. If these are many and require much time and effort on the part of the salesforce, the price of the article sold is likewise increased. If we desire thickly carpeted floors, elaborate furniture, and elegant draperies in the store where we purchase our garments, we must contribute toward their cost. If we take unnecessary time in examining goods and deciding whether or not to purchase them, we should realize that we are demanding unfairly of the time of the salesperson. His time has a money value and his sales must reach a certain amount in a given length of time. Loss due to unnecessary time demanded increases the overhead costs which, in turn, increase the price we pay. If we wish our package to be delivered rather than to carry it ourselves, we must remember that the delivery costs money. If we desire goods sent out on approval, the store must be paid for this privilege. These services, of course, are not charged directly to the person asking for them, but their cost is included in the price of all goods sold. Every article purchased in a store has an additional amount included in its selling price to pay for the services that customers generally are requiring.

Honest and fair use of the return-goods privilege should be made. The practice of returning goods was established primarily as a convenience and courtesy to the purchaser. It was then possible for him to purchase a product and if it was not found suitable after examining it at home exchange it for something that was suitable. This method is employed as a means of counteracting high-pressure salesmanship. So much abuse of this privilege has been made that it has added greatly to the increased cost of goods. Clothing frequently is taken out and used as a model for making a garment or, sometimes, it is even worn. Furniture is purchased, used for a special occasion, and then sent back. Many times there is a heavy loss due to damage of goods. It is estimated that as much as 40 per cent of women's apparel and 25 per cent of furniture that is sold is returned. In addition to the loss brought on by damage, there is also the loss incurred by the extra deliveries and the time required for reselling, as well as the loss of opportunity for selling while the article is out of the store. A salesman in a ready-to-wear store recently reported a blouse being "sold" to the sixth customer

before the sale was permanent. Salespeople often speak of the "over-Sunday-buy." Many stores report that much of Monday's time is given to handling the returned goods purchased the previous Saturday. In some localities the abuse of the return-goods privilege has become so great that definite steps have been taken to combat it. In some cities the merchants' associations, together with numerous men's and women's organizations, have set up certain rules and regulations in regard to returning goods. In addition, educational campaigns are inaugurated to educate consumers in regard to the proper use of this privilege. High-pressure selling is also discouraged and frowned upon.

Abuse of credit privilege should be avoided. Credit is one of the greatest conveniences in modern economic life, and misuse should not be made of it. Payment of accounts should be made promptly when they are due, and all purchasing should be held within one's ability to pay. Many towns and cities have what is called a Retailers' Credit Association. This organization rates every person in the town according to his promptness in paying his accounts and bills. The information upon which the rating is made is furnished by members of the association and other persons or firms who report their knowledge and experiences with the various individuals. Any member of the association can quickly find out the rating of a person desiring the credit privilege. A rating of *excellent* means that one pays his bills promptly, buys within his income, and is worthy of receiving special credit privileges.

The store that offers credit and charges purchases usually asks higher prices than one that sells for cash. The merchant must receive more to pay for the extra labor involved, the abuse of credit made by many customers, the risk taken in possible losses, and the interest on the money necessary to carry these charge accounts. Charging of purchases, frequently a great convenience, must be paid by someone. The consumer is the person who bears this cost. As in the case of other privileges allowed, everyone who buys at a credit store pays for the additional expense involved, rather than only those who use it. Installment buying, likewise, increases the cost, for here again additional labor is required to handle the accounts. Possible losses and interest on the money invested must

also be included in the selling price. The consumer who makes frequent or extensive use of this type of credit pays a high price for his purchases and thereby unduly increases the cost of his living.

The consumer should be courteous and considerate of the salesperson. Ill manners and rudeness seldom get us far, even if we have the money to pay for expensive commodities. The customer who is courteous and pleasant usually receives the best service from the salesperson. Sarcasm, flung at one who is trying his best to serve, hinders rather than aids in obtaining what is desired. Besides, the customer who does this makes himself ridiculous and disgusting. Clerks are either paid on a commission basis or else their job depends upon selling a certain quota. To go at the busiest time of the day and take up the salesperson's time with "just looking" and with no intention of buying is hardly fair. Of course, he is usually glad to show you the goods even when he knows you are not ready to purchase, but the shopper should use judgment in deciding the time to go "looking." If a clerk has taken the time to show you goods and you decide to buy at another time, it is only fair that when you make the purchase you buy from him.

Better service is usually received when you let the sales person know the type of article you wish and the price you can afford to pay. Much waste of time is eliminated and your needs and desires can be more readily met. Care should be taken in trying on and handling goods. Much loss results from damage done to articles in this way. One should be as considerate of the other person's belongings as of his own.

Have you ever noticed how busy and crowded the stores are at certain hours and that at other times they are almost empty? At these rush periods extra salespeople are needed, but during the slack time not even the regular force is kept busy. The purchaser could help equalize this condition by planning to do his shopping at the less busy time. Not only will he help reduce the overhead costs that must be added to his purchases, but he will obtain better service for himself.

The conditions under which goods are produced and merchandised should be considered. Every consumer should feel a responsibility in this. Many times we are so concerned with making a

purchase at the lowest possible price that we forget to think of the one who made the article or who sold it to us. Goods made in sweatshops should be tabooed when we are purchasing, and firms that employ workers at wages far below a living scale are not deserving of our patronage. Neither are those who employ child labor in the production or manufacture of their goods. Every consumer interested in making his influence felt toward the improvement of the economic and social conditions in this country should require that the goods he buys bear a label, as that of the Consumers' League, guaranteeing that they were made under conditions fair to the worker. For some time many individuals and organized groups have endeavored to improve the existing bad conditions in the production and merchandising of goods. An important boost to the movement has been given by the federal government by means of the Fair Labor Standards Act of 1938 which sets up certain labor standards for goods sold in interstate commerce. A few states, too, have established some labor standards which, though not entirely adequate, are a step in the right direction. However, it is not a problem for the national and state governments to solve alone. The consumer must help. For only as he realizes his responsibilities and becomes active in his opposition to these regrettable conditions can a permanent improvement be made by any group or agency.

For your thinking and doing

1. Describe actions of customers that you have seen recently which you consider courteous; which you consider discourteous.
2. A purchase has not been satisfactory and has failed to measure up to the claims of the dealer. What is the consumer's responsibility in such a situation? What steps should be taken in regard to the matter?
3. How will you judge whether a purchase is a bargain?
4. Two stores have different prices on identical or similar articles. For what reasons might you decide to buy at the store charging the higher price? The lower price?
5. Interview a merchant regarding the desirable and undesirable buying practices of his customers. How might the situation be improved with advantage to both the consumer and the merchant? Is the salesperson ever at fault?

6. Mrs. Martin saw a dress that she liked in a store window and took it home, supposedly to gain her husband's approval. Instead of this, she examined it carefully, measured every seam and line, and sketched off the design. She returned the garment the next day, saying it did not suit her husband, and then went to another store and purchased material and made a dress just like the one she had taken out and returned. How do you regard such a practice?

***Problem 4.* How is the consumer influenced by advertising and salesmanship?**

A casual examination of any one of the four or five leading women's magazines, or of the popular weekly magazines, reveals that the important positions on the pages are at the service of the advertiser and that the most intriguing and beguiling pictures claim one's attention in his behalf. Not infrequently, page for page, the stories of the advertisers will be found to occupy more space than is given over to regular fiction and essay and to be more profusely and alluringly illustrated as well. The subscriber receives from each number not only the latest installment of the serial story, a discussion on good citizenship, and recipes galore, but also, unconsciously, a treatment in "individual spending." The daily papers and radio reinforce the appeal by repeating again and again the praise of widely assorted articles. Billboards along the streets and highways recall these products to mind with a sense of familiarity and widespread acceptance. Such intensive advertising requires a vast amount of human energy, ingenuity, and money. It has been estimated that in one year alone the amount of money spent for advertising exceeded well over \$1,500,000,000. The effect of much of this advertising is not to give specific information concerning products and their performances but to insinuate that to be without them brands one as lacking a sense of the appropriate, an appreciation of fitness, and of no social standing. A careful study of five or six advertisements selected at random in any magazine usually reveals a marked lack of facts, an excess of extravagant statements, and much that is entirely off the subject. Even the clutter of ideas often presented in an advertisement does not prevent it from influencing a public that is not critical.



Be sure the colors harmonize when you select your ensemble.

Desires and demands for products are created. The unsuspecting buyer, subjected to the pressure of numerous and various devices of “applied psychology,” is led to think that he must have this or that to meet an artificially established need. If the article is in the luxury class, its purchase may lead to the unbalancing of the budget of the person on the lower-income level. Through demands, often artificially created, luxury spending—with its emphasis on social injustices—is encouraged. Not always is the created demand in the luxury class. Frequently some one variety of a commodity that is a necessity is praised highly above all others, and special advantages are claimed for it. Through mob psychology the use of that particular brand of soap, soda, or salt is encouraged and the buyer stampeded into a choice not wholly rational.

Misrepresentation through suggestion is frequent. Recognition of the common human desires for friendship, appreciation, approval, and success is reflected in numerous current advertisements.

The girl who has used X-Y nail enamel is the center of admiring friends, mostly male; the man who suggests Hey Dey coffee is appreciated and is enthusiastically kissed by his wife and sisters; while the ecstatic and suspiciously happy family whose clothes have been washed with "Clicko" gather in a joyous throng about the mother who has discovered this marvelous soap in the market. In each case an article that is not usually a determining factor in important human relations is, by suggestion, implied to be the decisive factor. Again, one sees the photograph of stately Lady Rich with a silver fork, a towel, or a jar of cold cream in her hand, announcing that this is her chosen pattern, weave, or brand, and that it is available for discriminating folk everywhere. The implication is that your choice of a like article will rank you with nobility or discriminating people in your ability to select. The frank statement of an advertising firm that they obtained many such poses with permission for publicity in return for large-sized money gifts to the favorite charities of the well-known people in question, leads one to question the sincerity of the initial endorsement of the lady and to regard such advertisements as misrepresentation. Certainly, facts that would assist in an intelligent choice are utterly lacking.

Salespersons and advertisers frequently misuse a scientific fact, either by implication or application. This is commonly done with foods. Thus a certain food is a good source of a particular food element, as thiamine or iron, and the fact is being given emphasis at the time by nutritionists. Immediately the advertiser sees an opportunity to push his product, and he uses this fact to the limit. Through statement, direct and indirect, he does his best to have the consumer believe that this particular food product is the one and only source of this essential food element and that all that is needed for your complete happiness and well-being is to eat this food every day. The consumer needs to be wary of such a "build-up" for any product.

Some protection against misrepresentation is given the consumer by the Federal Food, Drug and Cosmetic Act of 1938, but much more is needed. Such protection should be extended to other products than are covered by this act. The Better Business Bureau is also waging an active campaign against false advertising.



Lever Brothers Co.

The choice an inexperienced shopper makes is often less her own than she realizes.

Though this organization works from the standpoint of the businessman, the consumer in the end benefits from the result.

The lack of information on the part of salesmen makes decisions more difficult. The salesman is often regarded by the consumer as an interpreter of the market. The wide diversity of goods or commodities which the family consumes, the infrequency of purchase of certain articles, with long lapses of time between buying, together with the lack of informative labeling or labeling according to specifications have given the consumer a sense of his own inadequacy to make a wise choice. This also has tended to make for reliance on the word of the salesman who is "in contact with the market all the time." The idea that retail buyers and clerks share in knowledge concerning quality and performance of merchandise has little basis in fact. Salesmen are chosen on the basis

of psychological qualities of persistence, alertness, initiative, and general personality and not on the basis of broad, general education and specific, technical information concerning the stock offered for sale. They have been educated in the routine of their tasks and have been encouraged to read books on salesmanship which would school and perfect them in the art of selling, rather than informing them concerning the things to be sold. The salesman, as well as the consumer, may regard price and value as being the same. This, of course, is far from true. Commodities of widely different values may be offered for the same price. Neither the salesman nor the consumer has a sound basis for judging either the quality offered or the worth of the article in relation to its price. In certain stores, where the consumer satisfaction of the patronage is regarded as the best kind of advertising, an effort is being made to direct salesmen toward a genuine helpfulness in their contacts with the consumer. As yet, these attempts are not numerous enough to be considered.

High-pressure salesmanship may overwhelm the consumer. It is interesting and enlightening to know that the salesman whose counsel the consumer tends to seek has been educated specifically to analyze and direct the consumer's psychological reactions in the matter of a choice. It has been stated that the woman buyer "must be trained that the purchasing decision is hers to make, not the salesman's; and that she should vigorously repudiate decisions attempted through high-pressure salesmanship to which she is so commonly subjected. It is hers to decide, 'Just what do I want; how much is this object worth to me; what alternate choices are open to me; what alternate places of purchase are there?' . . . She is never to feel inferior; she has the veto. Thoroughly realizing it, she will quickly learn how vigorous or deft she must be to repel the salesmen who attempt to sell her what she does not want. Our students can become buying conscious, that is, watch their own buying reactions and the stages in the mental processes involved; how a new interest lodges in the mind, and is reinforced by associations or instinctive drive. They should see, too, how the mind may inhibit or counteract a suggestion before the counter, as it may a suggestion in any other human relation potential of good or ill.

One controlling factor in good buymanship is character, and character is power of inhibition.”¹

High-pressure salesmanship is another result of the fact that production and distribution are out of harmony with consumption. It is also due to ignorance on the part of the salesperson of the consumer's buying power. If the salesperson thinks that the consumer can buy two or three times more than he really can, pressure selling is almost inevitable.

For your thinking and doing

1. Select advertisements from various sources.
 - (a) Check each for definite and helpful information concerning quality or performance of the product.
 - (b) Judge each as to truthfulness, psychological appeal, and actual bearing on the product.
 - (c) Select those that attempt to sway consumer decision through suggestion.
2. What examples of high-pressure salesmanship have you experienced or observed? How did each affect the decision in the case?
3. Tell of an experience in which the salesperson's possession or lack of information assisted or hindered you in making a wise purchase.
4. Cite instances that you know in which a product did not measure up to its guarantee, or price and quality did not correspond, or the label or advertising was not true or was misleading.

Problem 5. What aid should our government give the consumer?

Even though the people are intensely interested in improving their buying practices, have acquired favorable attitudes and such information as is available, and have tried to judge the statements of advertisers and salesmen, they still may not be able to buy satisfactorily. Situations and conditions beyond their control enter in, and help is needed in a more powerful form than the individual or family can give, and thus must come from the outside. Consumers must work together to obtain this needed help and protection from

¹ Benjamin R. Andrews in *Consumer Education*, Office of Education, U. S. Dept. of Interior Misc. Pub. 1568, Washington, D. C.

the government. Only through it can necessary protective measures be made compulsory and provision for various other means of helping the consumer be established.

Protection should be given by adequate pure food, drug, and cosmetic laws. The Pure Food and Drug Act of 1906 was the first protection of this type given the people in the United States. It was an important measure and the strongest of its kind ever to be passed by any nation. However, fine though it was, after thirty-two years there were new situations and demands that required new laws. For example, many food products in common use, as tomato paste, were not in the list under the control of the act. Cosmetics, making up a large portion of the annual purchases in the United States today, were of practically no importance in 1906 and were subject to little regulation. Controls of advertising that seemed adequate in 1906 were no longer effective in many lines. They failed utterly in regard to radio advertising, now one of the chief means of consumer information or misinformation. As a result, the Federal Food, Drug and Cosmetic Act of 1938 came into being. Some of its important provisions are these:

1. It prohibits traffic in food which may be injurious to health.
2. It prohibits the traffic of mislabeled and adulterated food.
3. It prohibits traffic in confectionaries containing metal trinkets and other inedible substances.
4. It requires specific label declaration of artificial coloring and flavoring and chemical preservatives in food, with the exception of artificial coloring in butter, cheese, and ice cream.
5. It requires labeling of special dietary food to inform purchasers fully of its vitamin, mineral, and other dietary properties.
6. It provides for the declaring of a definition and standard of identity and a reasonable (minimum) standard of quality and fill of container for each food other than dried fruits—except avocados, cantaloupes, citrus fruits, and melons—and fresh or dried vegetables.
7. It requires the labeling of food for which no definition and standard of identity has been fixed, and which contains more than a single ingredient, to disclose all the ingredients ex-

- cept spices, colorings, and flavorings which are so declared.
8. It prohibits traffic in drugs which are dangerous to health under the conditions of use presented in the labeling.
 9. It requires the labeling of drugs to bear adequate directions for use, and to bear warnings against habit formation and probable misuse.
 10. It prohibits traffic in new drugs, unless they have been adequately tested to show they are safe for the use prescribed on their labels.
 11. It prohibits false or misleading labeling of cosmetics.
 12. It prohibits traffic in cosmetics which may be injurious to users, except poisonous coal-tar hair dyes which bear warning labels.
 13. It prescribes the use of containers for food, drugs, and cosmetics which might render the contents injurious to health.
 14. It prohibits traffic in food, drugs, and cosmetics which have been prepared or handled under unsanitary conditions that may make them injurious to health.
 15. It provides for adequate power in enforcement of the laws.

The Federal Food, Drug and Cosmetic Act of 1938 is a great improvement over the Pure Food and Drug Act of 1906 and goes far toward giving the consumer adequate protection. It is not by any means perfect. It does not offer all of the protection that the consumer needs or desires. He wishes adequate measures which will assure him of complete protection in the purchase of food, drugs, and cosmetics—measures that require informative labels on all such products and guarantees that the product is all that it is claimed to be. Adequate and correct labeling of goods, honest statements in advertisements, no matter what the medium, prohibition of the use of all harmful ingredients in the product and its manufacture, and speedy and certain prosecution of those who violate these laws are all included among the desired provisions.

The Act is strengthened from time to time through new interpretations and regulations. For example, a recent ruling has been made concerning drug products shipped in interstate commerce. It requires that those sold for self-medication purposes include on

their labels full directions explaining what they are good for, how much to take, when and how. Consumers must not cease their efforts until government legislation that will do all that is needed has been obtained.

Market inspection should be provided. This is important, for the conditions under which our food and other products are marketed have a direct relationship to our physical, economic, and social well-being. The past decade has seen a rapid growth and increase in markets and market agencies. The types vary widely. For example, in the marketing of foods may be found the huckster's wagon, the roadside market, the corner grocery store. In some you may find the food openly exposed to dust and dirt; in others the highest type of protection is afforded. A similar situation exists in regard to the marketing of other products. Our health should be protected by a definite standard of sanitation for all markets, regardless of the products sold. This standard should cover the methods used, the conditions maintained in transportation, storage, and selling, and the cleanliness of the workers, as well as of the plant and equipment.

The consumer should have assurance that he is getting correct weight and measure in his purchase. Standards have been set up by the federal government, but these are not always enacted and enforced in all states. In some states having enactment, better means of enforcement may be needed. Much cheating can still be done by the unscrupulous. Mislabeling, misbranding, and all practices that are harmful to the consumer should be strictly prohibited. The penalty for violations should be made severe enough so that the consumer is really protected. The control and regulation of all markets, regardless of the type, size, and location, should be assumed by our government. Inspection now provided for certain products that enter into interstate commerce should be extended to all products in all markets.

Standardization and grading of products should be done. Along with these also should come adequate informative labeling. All these measures are essential to intelligent consumption and cannot be done by the consumer directly. It is improbable that efforts in this direction will come from producers or distributors. If we de-

pend upon commercial interests entirely for standardization and grading, we can expect a one-sided program that considers the consumer only slightly or not at all. The obvious approach to an inclusive program in this field is through the federal government. Already there have been some requirements made in regard to labeling. There is also now established in the Bureau of Standards a research service bureau, aiding in the purchase of commodities for the numerous agencies within the government. The federal government has for some time engaged in regulatory action through the Food and Drug Administration and other bureaus in the Department of Agriculture. Standards for grading of various food commodities have been established by the Department of Agriculture and are in use by the federal government in its purchasing and by a few industries and other business groups. The facts which the consumer needs differ but little from those possessed by the government as a buyer. There is little that is new in the suggestion that the government extend its regulatory service to the consumer. No lesser agency can direct so large a project. Standardization and grading seem clearly a responsibility to be assumed by the federal government.

Official recognition of the consumer should be made. In the past he has had little recognition, either official or unofficial. Not until recently has he been thought worthy of any consideration whatever. Even so, the recognition given the consumer in the past few years can be regarded as no more than a small beginning. Especially needed is an official place for the consumer and his interests in several of the departments of our government, as the Department of Agriculture, the Department of the Interior, and possibly the Department of Commerce and the Department of Labor.

It is recommended by many who are vitally interested in the consumer that a Bureau of Consumer Standards be established, that a Department of the Consumer, comparable to the Departments of Commerce and Labor be established, and that consumer representatives work with various departments, bureaus, and groups where consumer interests are involved. This would give the consumer official recognition in our government and provide

him with powerful representation through which he can effect and carry out legislation in the interests of his welfare.

The government should assure the consumer that his deposits, savings, and investments are safe. Banks should be so regulated and controlled in their operations that security is offered us in our accumulation of money, no matter how small or how great the amount. The consumer cannot spend intelligently so long as he has the feeling of insecurity in regard to the money he has saved. The present guarantee of deposits up to the amount of \$5000 that national banks give their depositors is a step in this direction.

Consumer research and education should be undertaken. At the present too much of our information is derived from hearsay and theory, colored by our personal likes and dislikes. The producer or merchant talks blithely of what "the consumer needs or prefers" with no reliable information on the subject. On the other hand, the consumer approaches his buying job uninformed and is often emotional and prejudiced. A grocery man recently was heard to remark, "If I could only have a few customers that knew grades of food and what they wanted to buy! I am weary of telling them what and how much they need." Because we lack sufficient knowledge, much consumer research is needed. Both the buyer and the seller would find this valuable.

Our government should undertake a program of consumer research, much as it has already done in the fields of production and distribution. It should make its findings available to the consumer. To exclude the consumer from sharing in available information is most unfair. It should also subsidize and cooperate with the other groups in consumer research. The information thus obtained should be made available to consumer, producer, and distributor alike so that all may profit by it.

A well-planned, functioning program in consumer education should be initiated in our schools and other educational agencies. Children, adolescents, and adults should be included in it. With the aid of such a program, we should all become consumer conscious and seek to meet our problems intelligently to the benefit of our private lives and for the advancement of national standards.

For your thinking and doing

1. Suggest some regulations that would be in the interest of consumers for each of the following: a grocery store, a bakery, a meat market, a furniture store, and a woman's ready-to-wear store.

2. Should all articles for sale be graded? Why? Should the consumer have the same opportunity as the government to buy by grades and specifications? Why?

3. What duties would you assign to a U. S. Department of Consumers? To a Bureau of Consumer Standards? To a Community Consumer Committee?

4. Mr. Rice says the consumer is no concern of the government and opposes any legislation that takes the consumer into consideration. He says we already have too many laws, and business is what should be considered. Is he right in his attitudes? Why?

5. List the groups of people in your community outside of school you might interest in consumer education? What topics would you suggest for them to discuss?

6. Ascertain the laws on weights and measures that have been enacted in your state. What local rulings does your community have on weights and measures?

7. Mrs. Taylor says that she is always suspicious of the dealer and salespeople and that you never can trust them. Is she right or wrong? Why? What would be the results of this attitude?

NOTE TO THE TEACHER: If time permits, the following problems and similar ones could be added to this unit:

1. How shall we purchase our food?
2. How shall we purchase our clothing?
3. How shall we purchase our household linens?
4. How shall we purchase our utensils?
5. How shall we purchase tableware?
6. How shall we purchase our furniture?

Sources of information for these are the publications of the following organizations:

American Home Economics Association, Washington, D. C.
Bureau of Human Nutrition and Home Economics, Washington, D. C.
Consumer Credit Institute of America, Inc., New York City.
Consumers' Union of United States, New York City.

Household Finance Corporation, Chicago, Ill.

United States Department of Agriculture, Marketing Service, Washington, D. C.

Unit Activities

1. Form into committee groups and each put on a panel discussion of a topic or problem of importance to consumers.

2. Assume responsibility for certain of the family's purchasing for a given time.

3. Formulate a set of guides to aid consumers in their purchasing. Try these out, compare results, and evaluate and revise the guides.

4. Make out market orders for a selected family for two or three Saturdays' purchases of food. What accompanying information will be necessary to keep within the family's food allowance?

5. Choose some product commonly purchased by families. Work out grades and their characteristics for the product. What difficulties were encountered in developing the grades? Decide what would be the advantage in having grades for this product.

6. Try to be an intelligent consumer in all of your buying for the next week. Report your experiences.

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Unit 9 . . . Why We Are As We Are

*H*AVE you ever heard someone say of another, "He has the Jones nose," or "She has the Burns hands"? Such comments are made frequently. They indicate that there are characteristics which reappear in generation after generation of a family and are thought of as belonging specifically to this family. The continuance and reappearance of these characteristics in a family are caused by heredity. The term denotes resemblances and other characteristics that are based on ancestry and occur in suc-

cessive generations. Sometimes it is called our blood heritage or inheritance to distinguish it from personal property, real estate, and social inheritance.

The members of each race have certain characteristics that distinguish them from those of other races, as color of the skin, texture of the hair, shape of the eyes, and certain mental characteristics. These have developed in much the same way as have family traits, only the process has extended over a much longer time. Similarly, people of countries and nations that have been more or less isolated over a long period of time have developed many common physical traits. In any given race there are many variations. For example, the American Indians are known as the red men or redskins. There is a distinct difference in the features of these red men and those of the white men. However, separate tribes of the Indians have their own characteristic features. There is the tall, lithe Indian, who is supple and agile; and the short, heavy Indian, who is deliberate and slow of movement. In each case the ancestry of the person determined these characteristics.

Important as our heredity is, the influence in our lives of environment should not be overlooked. By environment is meant all that surrounds and influences the individual during his lifetime that was not inherent in his blood inheritance. Food, shelter, clothing, and provision for helpful human relations are among the things we first think of as being a part of environment.

Everyone, of course, needs a good heredity. However, we cannot depend upon this for our success and satisfactions in life. Though heredity limits somewhat the possibilities of what we can become, environment influences what we do with these possibilities and, hence, what we become. If two acorns from the same tree were planted—one in a fertile valley and one on an arid, rocky mountainside—in all probability there would be great difference in the trees produced, even though the seeds came from the same sturdy oak and were apparently alike in all of their qualities.

Whether heredity or environment is more important in the life of a person, as yet no one knows. We should, however, realize the great part that both heredity and environment play in our lives and try to make the most of these great forces.

Problem 1. **How are inherited characteristics determined?**

Our inherited characteristics are known to be in accord with definite laws. These laws have been discovered by geneticists through numerous studies with plants and animals over long periods of time. Some of the laws are simple and their evidence easily seen; others are more complex and their applications difficult to trace. Theoretically, if the geneticists know certain characteristics of our ancestors, they can figure out the probability of their appearance in ourselves and our family members. These inherited characteristics are as persistent as life itself and seem to be identified with it.

Life for any person begins when the ovum of the mother and the sperm of the father unite to form a single cell charged with possibilities from both. We do not inherit our characteristics from like ones in our parents' bodies but from the determiners in their germ plasm. Neither the child nor the parents have any choice as to what characteristics shall be passed on. Nature determined this at the time the ovum and the sperm formed the new cell.

As children are products of the lines of germ plasm of their parents, some of the inherited characteristics of these and other ancestors reappear in them and later will be noted in their children and grandchildren. Each person has two parents, four grandparents, eight great-grandparents, and so on back until the number of his ancestors becomes many. Thus many combinations and variations of characteristics, including both likenesses and differences, are possible.

In some families the recurrence of certain traits is so frequent and strong that all the members bear striking resemblance to each other. In other families the differences among members are so much greater than the likenesses that it may be difficult to trace family characteristics.

The mechanism by which we receive our blood inheritance is most interesting. The carriers of heredity are the chromosomes and their genes, essential parts of the original single cell from which the body is formed. This single cell contains 48 chromosomes, half of which come from the ovum of the mother and half

from the sperm of the father. Each chromosome is made up of genes, varying in number, which are generally thought by geneticists to be the ultimate factors of heredity. Because an almost unlimited number of combinations of chromosomes and genes are possible, people of blood relation, though alike in many respects, continue to be vastly different. This single cell must divide again and again countless times to provide for the full development of a person. In an early stage of this growth, the cells begin to specialize to form the various parts of the body, as the bones, muscles, blood, the nervous system, and the reproductive organs. The character of all of these is influenced by the chromosomes and genes present in the original single cell. Further, the heredity which the person who grows from this single cell will pass on to the next generation is also determined by this same pattern of chromosomes and their genes.

Inherited characteristics are both physical and mental. Physical traits of this nature include, among others, color of skin and eyes; color, type, and amount of hair; stature; body form; facial details; type of blood; and tendency to live long. Inherited mental traits upon which there seems general agreement include degree and quality of intelligence, musical talent, tendency toward artistry, drive, alertness, speed of reaction, nervous stability or instability, and some forms of epilepsy and insanity. In both types of characteristics are found desirable and undesirable traits. Fortunately for us all, the desirable traits outnumber the undesirable ones. Because the physical traits are more easily studied, much more is known about their inheritance than of the mental ones. Most of the re-



Even grasshoppers have a hereditary pattern to pass on to their young. Note the differences in the inherited pattern of these two insects.



These guinea pigs show inherited difference. The one on the left is normal; the one on the right is a waltzer. He has inherited an unstable nervous system which causes him to run in circles.

search has been done with plants, insects, and animals. This is because the life span of plants and animals is short, and they reproduce so rapidly that many generations can be observed in the lifetime of one scientist. Further, it appears that they are less affected by their environment than is man. Many of the laws of inheritance that are evidenced in these lower organisms also hold true with humans. Examples of these laws are:

1. If both parents are tall, the children when grown will almost certainly be tall, or taller than the average. If both parents are short, the children will probably be inclined to shortness, but may possibly be taller than the parents, and even very tall. If one parent is tall and one is short, the children will probably incline toward the stature of the shorter parent.
2. If the eyes of one parent are brown or black and if all of his or her family are dark eyed, the children's eyes are almost certain to be dark, no matter what the color of the eyes of the other parent. If the eyes of one parent are brown and some of his family have lighter colored eyes, as gray, green, or blue, no matter what the color of eyes of the other parent, the children are almost certain not all to be brown eyed. If both parents are blue eyed the children are almost certain to be blue eyed.
3. Two parents with musical talent or two having many family



W. Newbold Ely, photo by Phototechs

In the large family—23 pups—of the famous foxhound Lena, strong family likeness is evident, yet there is no pup just like Lena nor just like any other pup in the litter.

members with musical talent are much more likely to have children with this talent than are two parents with no musical talent or two having few family members so talented.

4. Parents with high intelligence, on the average, have children of higher intelligence than the children of parents with low intelligence.
5. If two parents were born deaf, they are almost certain to have deaf children. If one parent was born deaf and the other had no known inherited deafness in his or her family, the likelihood of their having deaf children is small.

Recent studies give strong indication that the sex chromosomes are responsible for many of the inherent differences between boys and girls, and men and women.



Press Association, Inc.

The Diligenti quintuplets of Argentina, although not identical, show a strong family resemblance.

People sometimes think that characteristics acquired after birth are passed on to their descendants, but so far there is no scientific evidence to prove this. The Chinese people bound the feet of girl babies for centuries but did not produce a race of women born with deformed feet. A parent who loses his sight through accident does not pass on blindness to his descendants, but a parent born blind through an inherited defect may pass on this trait to succeeding generations. Education is not passed on through heredity but must be acquired anew by each person.

Our own heredity is beyond change, but we can control to some extent the heredity of our children. We are all familiar with the care the manager of a fine stock or pet farm takes to obtain prize animals. He produces the desired qualities in these animals by careful choice of the parents. With certain animals, registration for show purposes requires three generations of registered ancestors.

If human beings chose their mates with the desired inherited qualities of the children-to-be in mind, future persons and even races might be greatly changed. Such race improvement is the dream of eugenicists.

Obviously it is difficult to make progress in this direction. A young man greatly infatuated with a girl is rarely able to see all of her traits clearly. To him she may seem to be without a single fault. Most likely, his opinion of her will be entirely different from that of her father or brother, who know another side of her. When a strong emotional attachment is established for an individual, it is almost impossible to view that person in a calm, reasoning way; it is too late to evaluate the various characteristics which may be important to the children of this family-to-be. Since, to most couples, a strong attraction precedes any thought of mating, the dream of the eugenicists remains unrealized. If one could form unbiased opinions of one's acquaintances first, which could guide one's emotional reactions, it would be helpful in the improvement of the heredity of the children-to-be. Someone has phrased a rule that might be well to follow, "Never accept as a friend a member of the other sex whom you would be ashamed to marry."

For your thinking and doing

1. Name some ways, due to heredity, in which you are like your mother; your father.
2. What inherited traits do you and your brothers and/or sisters have in common?
3. When may one's heredity be a handicap? How might such be overcome or minimized?
4. Give examples of making the most of heredity.
5. Mary has blue eyes, but her parents and her brother have brown eyes. How is it possible for her to have this color of eyes?

Problem 2. How does our environment influence us?

Every plant and every animal, as well as every living person, is surrounded by conditions, influences, and forces that tend to mold or shape the living thing this way or that. If the conditions, influences, and forces permit and foster the full and free development



H. Armstrong Roberts

Because this baby is active, his sleep will be deep and restful.

soil, moisture, warmth, and sunshine if it is to grow. If the soil lacks essential foods, the plant may start to grow, but soon the lacks in its environment are shown by the sparse branching and leafing, the color of the leaves, and the general lack of sturdiness in the plant. If rain is lacking, growth is stunted; if a wintry blast replaces the springtime warmth, the growth is injured; and if sunshine is withdrawn, the leaves become yellow and the plant loses its thrifty appearance.

Human beings, like plants and animals, are affected by their physical environment. A certain impulse for growth is born in the child. Scientists have furnished us with information concerning the rapidity with which normal human growth proceeds. Frequently you see children who are underweight, lacking in strength

of the life that is surrounded by them, the environment is said to be favorable; if these provide poorly for growth or even hinder it, the environment is said to be unfavorable. The environment cannot change the pattern which the life will be directed to create by inherited forces within. That is, no changes in environment can make a petunia from a sunflower seed or a lion from a Scottie puppy. The urge toward growth following a certain pattern is inherited, being determined as the seed is formed or as the ovum is fertilized and the new life begins. The character of the pattern is not subject to change by the environment, but the extent to which the pattern may be fully reached is thereby determined.

A seed must have food from the

and vigor, whose growth, though evident, is not proceeding at the normal rate. They remind you of plants injured by cold or lack of sunshine or struggling to obtain necessary food from poor soil. There are many such children in this and other countries. Their bodies tire easily, their minds are slow to think, and their resistance to disease is low because they have not had the food they need to build strong bodies. Their homes have not given them the warmth, the quiet, the fresh air, and the sunlight they need for normal growth. There are other children whose physical well-being is shown by their vigor and zest for life. Their growth is normal or above normal, their bodies are able to resist colds and other infections, and their minds seem eager to tackle the day's lessons. These are like plants from good seed that fall on good soil with abundant rainfall, needed warmth, and ample sunshine.

Human beings are influenced by another kind of environment. Sometimes this is called the mental and emotional environment. If you were asked to describe your environment, you would most likely begin with the physical one. Soon, though, you would be including this other environment which, too, exerts a powerful influence upon us all.

In making your description perhaps you would say: "I live in a bustling city in the Middle West"; "I live on a large plantation in the sunny South"; or "I live in the high reaches of the Rocky Mountains." From such information one could find out the amount of sunshine and rain, the ranges of temperature, and, if he studied long enough and hard enough, he could tell something of the sort of birds and flowers that were common in your part of the world. He might be able to tell the average income of the families who lived there, the length of the school year, and even the requirements the teachers must meet before certificates are issued to them. All of these things and many more help make up your environment in your home and your community.

You might offer a bit of information about your family: "My parents are of Scandinavian stock"; "My father is Irish and my mother French"; or "My ancestors have all been in this country since long before the Revolutionary War." Again, your statement will tell something about your environment, even while you may



"The Cliff Dwellers," by George Bellows. From the collection of the Los Angeles County Museum

. . . children grow up where the shadows falling
From wall and window have the light exiled,
And know not that without the flowers are calling
Unto a day of distance, wind and wild—
And every child must be a saddened child.¹

—Ranier Maria Rilke

¹ From *Modern German Poetry*, published by Haldeman-Julius Co.

think you are talking only about your family stock, your inheritance. You are also indicating possible sources of the ideas, ideals, and standards that will be found in your environment. We are told that no one ever looks at the world with fully seeing eyes. He sees it edited by a definite set of customs and institutions and ways of thinking. He cannot go behind these patterns. His very concepts of true and false will still have reference to his particular traditional customs.¹ Much of your sense of what is important, what is right, and what is wrong comes from the environment of ideas that surround you in your home and community.

If there is agreement in your home as to what is true and what is false, your convictions on these matters tend to be strong. If your parents have had widely differing backgrounds, it is possible that there will be conflicts in their customs and codes for living. These may make your mental and emotional environment troubled and distressing, even though there is great beauty and peace in the world right outside the doors of your home. Human beings seem to need "a climate of affection" for their normal development. The craving to "belong," to feel a part of a family, and to be esteemed by its members seems as fundamental to us all as craving for food or the desire for warmth. It is a need that is not so evident in the plant world, although even there we are told that people who love flowers make them grow in a way others cannot. Maybe this is because they are more thoughtful of their needs. We all know that dogs and horses respond to affection in a very real way. When the need for affection begins to be felt in the animal world, we may not be able to say. We know that in a human life this need is shown in babyhood and extends to the last days of old age.

Our environment is a powerful force. It affects our ability to grow to the physical pattern we inherited. It affects our ability to learn and the stimulus to learning that we receive. It affects the customs, the code, and the attitudes that we make our own. A well-loved poet describes the influence of environment in the words on the next page:

¹ Adapted from *Patterns of Culture*, by Ruth Benedict, Houghton Mifflin Co., Boston, 1934.

There was a child went forth every day,
And the first object he look'd upon, that object he became,
And that object became part of him for the day or a certain
part of the day,
Or for many years or stretching cycles of years.

The early lilacs became part of this child,
And grass and white and red morning-glories, and white and
red clover, and the song of the phoebe-bird
And the Third-month lambs and the sow's pink-faint litter,
and the mare's foal and the cow's calf,
And the noisy brood of the barnyard or by the mire of the
pond-side,
And the fish suspending themselves so curiously below there,
and the beautiful curious liquid,
And the water-plants with their graceful flat heads, all be-
came part of him.

The field-sprouts of Fourth-month and Fifth-month became
part of him,
Winter-grain sprouts and those of the light-yellow corn, and
the esculent roots of the garden,
And the apple-trees covered with blossoms and the fruit after-
ward, and wood-berries, and the commonest weeds by
the road,
And the schoolmistress that pass'd on her way to the school,
And the friendly boys that pass'd, and the quarrelsome boys,
And the tidy and fresh-checked girls, and the barefoot Negro
boy and girl,
And all the changes of city and country wherever he went.

His own parents, he that had father'd him and she that had
conceiv'd him in her womb and birth'd him,
They gave this child more of themselves than that,
They gave him afterward every day, they became part of him.¹

—WALT WHITMAN

¹ From *Leaves of Grass*, by Walt Whitman, copyright, 1924, by Doubleday, Doran and Company, Inc., New York.

For your thinking and doing

1. Make a list of the things in your environment that have definitely influenced you in some way.

(a) Check twice those that you call good influences.

(b) Check once those that you call bad influences.

(c) Suggest how the bad influences could have been changed to good ones or eliminated entirely.

2. Name some ways in which you are like your father or mother that are due to environment rather than heredity. Explain how these differ from ways due to heredity.

3. Elizabeth, age ten, is a well-adjusted and well-liked girl who has good health habits and a high rating on the school health scale. How might her environment have influenced her in being this type of person?

4. Alvin, age eleven, lives on a farm with his father. His mother is dead and his father frequently has groups of men at his home at night. These men gamble, smoke, drink, and swear. It has been necessary for Alvin to be punished at school for his swearing and bad talk. What has probably caused Alvin to do this? How could this condition be remedied?

Problem 3. How can our inherited characteristics be modified?

Certain of our inherited physical characteristics cannot be modified by any means known to scientists today. Red-haired people, for example, remain red haired; and blue-eyed people remain blue eyed all their lives. Age may whiten the hair and dull the eyes, but such changes come without any modification in the physical pattern that the person has had since his life began. Surface treatment may alter the appearance of the hair, making it seem, for a time, brown or black. However, the laws of growth controlling inherited characteristics are not affected thereby. The new growth will show itself in a line of its own color near the scalp. The inherited characteristics remain unchanged by the environmental force (the hair dye) acting upon it.

Certain elements in our personality likewise seem to be inherited as a basic pattern and are not subject to change or modification. According to the findings of some scientists, a list of these include

intelligence, alertness, or stolidity, flexibility or bullheadedness, temperament, and the cadence or drive of the individual. Although some of our characteristics cannot be modified, there are many ways in which we are subject to change, even to a marked degree. This is true of human beings to a far greater extent than of other members of the animal kingdom. It is clearly pointed out in the following statement:

Human nature is undoubtedly the most plastic part of the living world, the most adaptable, the most educable. Of all animals, it is man in whom heredity counts for least and conscious building forces for most. Consider that his infancy is longest, his instincts least fixed, his brain most unfinished at birth, his powers of habit making and habit changing most marked, his susceptibility to social impressions keenest. . . . Other creatures nature could largely finish; the human creature must finish himself.¹

The important agency in the modification of a person is his self-consciousness. Each of us know many persons who think of themselves as objects to be changed, altered, and improved. In other words these people are conscious of themselves. Perhaps those that come most readily to mind are those taken from the school grounds and college campuses: "Do you think I am too fat?" "Do you think I am too thin?" "Do you like my hair curled this way?" "Do you think those lessons are helping my voice?" "Do you think I seemed less frightened when I presided than I was the last time?" Many, many times each day we hear comments, such as these, indicating that people are aware of themselves as persons in whom some modification and change are desirable.

Do you note the means by which the modification is being brought about? The expression of praise or criticism by the group of friends and associates remains today as it has long been, one of the most potent factors in bringing about change in human nature. Someone has said that the praise and criticisms of our associates act "like a million mallets hammering away to fashion us a little

¹ William Ernest Hocking, *Human Nature and Its Remaking*, Yale University Press, New Haven, 1929.

nearer the group's desire." Truly no one is free from the influence of group opinion. We all tend to reshape our thinking, our attitudes, and our appearance to that which has group approval.

The strength of the environment in modifying our inheritance is as yet unknown, but observation and studies indicate it is great. It appears that there is only a limited group of individuals who through the proper kind of environment are not capable of some improvement. An environment may furnish unhealthful living conditions and thereby contribute to the ill health of the individual, or an environment may supply desirable living conditions that foster the greatest growth possible. Two brothers with supposedly the same heredity were left motherless at an early age. They were brought up in homes of distinctly different types. One was reared in a home of culture with high standards for physical well-being and moral responsibility. He grew to full stature in body and mind. He was given a college education. The other was reared in a home of poverty, ignorance, and low ideals and standards. His schooling was limited and meager. The one became a prominent, influential citizen in his community; the other has been a social liability who has violated the law and has served sentences in jail. Physically the two men are somewhat alike; their mental ability is similar. Apparently, the inheritance of these two men was equal. The difference in their success in life, it would seem, was caused by environmental modification.

Environmental forces may begin to work some of these changes early. Some environmental factors affect a person before birth. From the time the child is conceived and its life is begun on until it is born, its environment is the mother's body. Its well-being is largely determined by those forces that affect its environment. The influences that affect the child during the period of growth in the mother's body are called prenatal influences.

Have you ever heard people remark about a certain person being "marked"? What did they mean by such a statement? Many uninformed people still believe that an unborn child may be marked by something which the mother has seen or experienced during the period of pregnancy. Certain blemishes or marks sometimes do appear on a person, but they are not there because the mother

has seen a mouse or eaten a raspberry. All scientific investigation indicates that such a reaction as this is impossible and that such marking of unborn children is pure myth.

There are, however, prenatal influences that do affect the unborn child. Any ill effects that reaches the child by absorption from the blood of the mother may be serious. Ill health, malnutrition, and venereal or social disease on the part of the mother will have a direct effect upon the child. Poisons such as alcohol, lead, or mercury taken by the mother may poison the developing child. Good health habits, sufficient rest and recreation, and an opportunity for mental pleasure and relaxation should be possible for every expectant mother in order that her child may have a good prenatal environment.

The environment should contribute to desired modifications. A desirable environment is one that brings out the best in a person and helps him to make the most of his heritage. A good environment makes possible good mental and physical health, good morals and standards of conduct, and opportunity for well-rounded growth.

Any environment that makes for ill health, low morals, bad conduct, and illness is vicious. Have you ever thought of good environment as having a definite relationship to the social standing of the family? This is not necessarily the case. Of course a family lacking money for the food its members need cannot provide a good environment, however fine its ideals may be. On the other hand, a family with ample means that has poor family spirit or low moral code cannot provide a good environment. The quality of an environment cannot be measured in terms of wealth or poverty but by its effect on the lives of individuals.

Modifications may come through conscious effort. Fortunately, heredity and environment do not comprise the whole story. The individual has definite power over his own life. By obeying the laws of health and keeping himself free from disease, he is best able to direct his efforts toward the modifications of the forces of heredity and environment.

Many undesirable traits may be changed if an earnest effort is made to control them. Poor physique, faulty muscular coordina-

tion, and poor nervous control are physical traits that may be modified. Jealousy, faultfinding, and untruthfulness are examples of undesirable character traits that may be modified. The world furnishes us with many illustrious examples of persons handicapped by serious defects who have been able to overcome such hindrances through continuous conscious effort. Among these are Beethoven, Milton, and several famous men and women of present times who demonstrate victorious effort in this regard.

Desirable traits should be developed. In doing this, advantage is being taken of both heredity and environment. The person who inherits a vivid imagination may find his life indescribably enriched through the development of this mental trait by fruitful scientific research. A strong memory, well trained, may be a valuable tool to its possessor. The development of desirable traits comes only through determined effort.

What are the necessary steps that lead to the development of desirable traits? The following have been suggested: first, recognize the trait as one you need to possess; second, create within yourself a desire for this trait; third, plan the method of developing this trait; fourth, practice your plan diligently. A plan similar to this was used many years ago by Benjamin Franklin to secure the development of character traits that he desired. If you read an account of his life, you will learn of his plan. No doubt this self-discipline played an important part in his success as a diplomat.

Necessary in any plan for such modification is the holding of a life goal in which the traits regarded as desirable are essential parts. Then one's efforts are sustained by his ideals and by the unifying forces of his life goal.

For your thinking and doing

1. Make a list of your characteristics in which you can bring about change for the better. Compare these with those characteristics that are not subject to such change.

2. George, age eleven, has poor teeth, even though he drinks milk and eats vegetables regularly. The physician and dentist say the condition of his teeth is due to prenatal influence. What do they mean by this? How is this possible?

3. May would like to be more popular. She is an attractive girl but has a quick temper and sharp tongue. She likes to tell people what she thinks of them, whether it is good or bad. She tries to excuse her actions by saying that she believes in being honest. What can May do to be better liked by her classmates and other acquaintances?

Problem 4. **What does a good environment provide?**

Have you ever looked out over a field of wheat waving in the sunlight and observed that in certain sections of the field the grain seemed sparse and stunted, contrasting sharply with the luxuriant growth of the rest? If you were to ask the farmer why there was such a difference in his field, he would probably say that the sparse, stunted growth was due to stretches of poor soil that did not supply the seed with the food it needed for growth.

A good environment provides wholesome and sufficient food. This is as essential for a person as it is for a seed. It is one of the first requirements for a healthy body. Often a poor food supply is thought of as being the result of a low income. Above the poverty level this relationship is not constant. The homemaker with limited funds may provide ample, plain, wholesome food for the growth of her children and the well-being of the other members of her family. Either the homemaker of wealth or the homemaker with small funds may provide unsuitable food. Underweight and ill-nourished persons are found in families of all the different income groups. Sometimes the condition is due to lack of money for food, sometimes to improperly planned meals, and sometimes to bad eating habits of the family members. In any of these situations, the environment is failing in one of its responsibilities.

Shelter and clothing are important. A good environment provides shelter that contributes to the health, development, safety, and protection of the person. He needs a place to live that is safe, sanitary, and wholesome, with reasonable provisions for privacy. He needs to live under conditions that are favorable to his well-being. His shelter should have some degree of permanency. People whose homes are in trailers, moved from place to place every few days or weeks, or who move along with seasonal industries, living in camps

and cabins, cannot be said to have satisfactory shelter. Low incomes and inadequate shelter are closely related. Many families need help in obtaining the right kind of shelter for their members.

Children and adults need clothing sufficient for their health, protection, and pleasure. It should be clean and comfortable and should give them confidence and assurance. As in the case of food, above the poverty level, inadequate clothing and a low income do not, necessarily, go hand in hand.

Sleep, rest, and recreation are needed. When people are overtired, their bodies do not function properly and they are apt to become nervous, lose weight, and later become ill. Studies made with preschool children in several nursery schools indicate that the health of children is much better if they are given a rest period before eating their meals. Children need more sleep and rest than adults. During the first six months of his life, the baby sleeps from twenty to twenty-two hours out of the day; during the second half of the first year, he sleeps sixteen to eighteen hours; during the second year, fifteen hours; and during the third and fourth years, thirteen to fourteen hours are sufficient. Sometimes the child's unwillingness to sleep or rest is due to the fact that the mother has not provided a suitable place for him. Perhaps the mother herself is tired and nervous, or the room is not quiet. A restless spirit on the part of the mother is often reflected by the child. It may be that there is not sufficient fresh air or that the child is uncomfortable. All of these should be considered in providing children, and adults too, with opportunity for adequate sleep and rest.

Although adults require less sleep and rest, few of them can stay fit with less than eight hours. A tired body, needing rest, shows up in crossness, fretfulness, and nervousness.

Recreation to the adult, usually, is of secondary importance. A change of activity or scene may "recreate" him physically and mentally. But to the child, recreation is essential for growth and development. He is active, he is growing, he must play. Play is his main job. Not only must he play indoors but he must be given opportunity for much outdoor play in the fresh air and sunshine. Outdoor games that children enjoy should be encouraged, since these are definitely a part of their physical development.



Denver Convention and Visitors Bureau

Picnics rate high as recreation in our country. Not everywhere is there the grandeur of the mountains, but everywhere there may be zest and enjoyment in picnicking.

Opportunity should be given for mental and physical activity. This activity is important for the growth and development of the child and for the general well-being of the adult. The child goes here and there, always busying himself with something. Studies show that little children walk many miles daily. If you watch a young child clamber up and down steps, again and again, gaining skill and assurance at each trial, or count the different activities in which a toddler engages in an hour's time, you will agree he is a very busy and active person. You will also observe that his attention cannot be held long by any one object nor by any one activity. If there are not toys for his play, the baby pushes or pulls at the furnishings of the house. Sometimes his activity leads the mother to say, "What a bad boy!" If the environment does not give ample opportunity for mental and physical activity, it is the environment that is bad, not the boy. The child who is kept for much of the time in a chair so that he will stay "sweet and clean" is also being subjected to an environment that is bad. The provision for normal activity is certainly inadequate.

Ample opportunity for activity presupposes that provision is made in keeping with the child's development. Tasks too difficult, discourage; those too easy, bore. Both the equipment and play should challenge the child to his best efforts and neither discourage the child nor create in him a bored indifference. As children grow, it is necessary to meet their increasing needs. The home with school children needs books, games, and provision for sport that need not be supplied for the two-year-old. As they change to high school pupils and later to adults, hobbies, collections, crafts, suitable sports, and outings may claim their interest and should be made possible and readily available.

Freedom from stress and toil is important. Books often portray the overwork of some child. Maybe you have known a child who worked too hard. The effects of overwork on a child are bad. All physical and mental development is hindered when children are submitted to stress and toil. This does not mean that children should grow up in idleness, but that they should be given work suited to their ability, which will not harm them. There are many tasks that children of all ages can do and that will contribute to

their best interests. Work may be too difficult physically or mentally and emotionally. Sometimes a mother or a father confides in a child financial or family worries far beyond his understanding. The parent has the satisfaction of a confidant, but the child has the emotional and mental stress of difficulties he does not comprehend and cannot solve. This of course is unwise. Subjecting a child of any age to undue stress and strain, whether physical, mental, or emotional, is never good for him. Long hours of heavy work and the stress of difficult emotional or mental problems should be kept out of his environment if he is to have a fair chance for growth. The adults, too, need freedom from excessive labor and continuous strain. Less thought is given to their needs in this regard than to those of children. Supposedly they have strength and judgment to control their situation.

Protection from vice and immoral influence should be afforded. However, this is not as easy to obtain as some of the other essentials. Many difficulties present themselves. In pioneer days the family had almost complete control over such influences in the environment. Neighbors were few, and the distance between settlements proved a barrier against distant influences. Even as towns developed, men and women lived their lives with the people they had known always. The educational life was shared by the whole community. First the railroads, then the automobiles, and now the airplanes have broken down community lines so that people are soon away from the neighbors whose opinions they value. The newspapers and radios recount the events, frequently criminal, of the whole world; and the motion picture often depicts in lurid light the life of a tawdry, sensual, leisure class, as well as the life of the underworld. A great number of boys and girls who have become criminals and lawbreakers admit that their first offense came as a result of suggestion received at the motion picture theater. A child can no longer be regarded as leading a protected life in the home. He is living on the highway of life, and the obscene and vicious often go that way in gay trappings.

Protection from vice and immoral influences, then, can only be afforded as public opinion makes impossible undesirable publicity for wrongdoing and reduces it to the plane of the disgusting. The

home must carry the responsibility of developing ideals and controlling interests so that good will be sustained.

The environment should provide a harmonious atmosphere and a feeling of security. These may be provided in the plainest of homes. The failure of a home to furnish a harmonious atmosphere and a feeling of security reacts seriously on its members, and especially the children.

Families whose members continually disagree and quarrel fail to have a good background for their children. A child should be at ease in his home and should find there a sense of security and of unity. He should feel that father and mother are in accord and that there is no fear in his home. One who is afraid of his father or mother or dreads to go home certainly does not have the opportunity to develop as he should.

Divorce often follows lack of harmony in the home and it, too, has a serious influence upon the children. Dr. Katherine Davis says in regard to this:

It is a great misfortune when a child cannot have both father and mother. A child needs his father's guidance and protection as well as his mother's tenderness and care. A child who is passed back and forth, spending a part of his time with one parent and part with the other, is in danger of being spoiled. On the other hand, a child who sees his father only a few hours weekly certainly does not have sufficient fatherhood in his life.

Above all, children need the feeling of belonging—first to their family and then to other social groups which increase in number as they grow older. Without this feeling, their security as individuals cannot be established in them. Nothing helps a child more



This baby doesn't have to be able to talk in order to express the security he feels in his environment.



Consumers' Guide

A wooded space, a satisfying sand pile, and other playground facilities add to the family's enjoyment and to the development of the children.

than to know he belongs and is wanted and needed. Everyone wants to be like others, and to share with them in this way increases his feeling of security. An environment that causes a person to become too different from others is rarely a good one.

Love and affection are necessary. These are factors whose influence cannot be measured but which are necessary to our well-being. Environment may supply everything else that is desirable but these two, and still be poor. Even tiny babies do not grow and develop as they should when they are deprived of love and affection, or "mothering." Children in institutions where the food has been adequate and the life regular have, as a rule, failed to develop as well as they have when placed in homes where they are loved as individuals. Adults, too, need love and affection.

Opportunity to become established as a person should be offered. Before anyone can ever become an adjusted person, he must believe in himself and feel that he is a worthy person with some place in

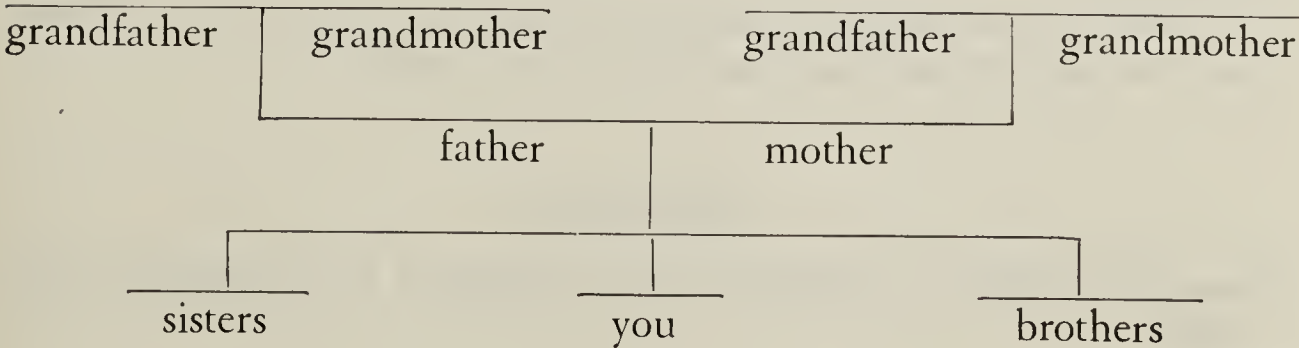
the world. He needs to realize that he can do something with the things about him. He needs to come in contact with the realities of life and face them in a courageous manner. He needs also to live in harmony with these realities and not be crushed by them. All this a child can begin to learn early. A good environment makes such learning possible.

For your thinking and doing

1. Compare two homes in respect to the environment provided their members. Describe the likenesses and differences of these two homes. Decide which provides the better environment, giving reasons for your choice.
2. Explain how the environment of a high school girl living in a large city would differ from that of one living in a village or on a farm. What might be the effects of the environment on the girl in each case?
3. Give examples of adequate and inadequate provision for each of the essentials of a good environment for children. What may be reasons for inadequate provision?
4. Jack is a well-liked high school boy who was recently elected president of the student council. He does well in his classwork, is active in school organizations, and is considered dependable and co-operative by both pupils and teachers. Someone recently made this comment, "You won't find a finer boy anywhere than Jack." To this another replied, "With a home like his, you wouldn't expect anything else." What does this mean? What type of a home would you expect Jack to have?

Unit Activities

1. Make a study of the traits of your family:
(a) Using the outline below, make a chart showing your ancestors back to your grandparents. Insert for each, his or her name.





Mrs. Thelma Knoles and the American Home

These two may be off for California or points west, but you may be sure that they will have fun getting there.

sired. Report your experience to the class.

5. Follow a similar procedure as the above in modifying a less desirable trait.

6. Make a score sheet for judging a good environment for children. Use it to judge that of your home; your community.

(b) For each person, write as many of their physical and mental traits as you can.

(c) Note those traits that are found in more than one family member.

(d) Decide in what ways you are like your father; your mother; your grandparents; your sisters; your brothers.

(e) Indicate those likenesses that are due to heredity. Indicate those due to environment.

2. Investigate the achievements for several generations of a well-known family, as the Adams, Edwards, Roosevelt, or Taft, or some family in your own community. List the evidences that you find of the influence of heredity in their achievements; of environment.

3. From the reference list of this unit find out how various traits, as eye color, type of hair, stature or body build, musical talent, and drive are inherited.

4. Decide on a trait that you wish to develop. Make a plan for developing this trait and follow until the trait is developed as desired.

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Mrs. Allan W. McGhee, Mrs. Kenneth R. Taylor, and the Kansas City Star

Unit 10 . . . Caring For the Young Child

THE helplessness of a tiny baby is appealing to everyone. His needs are many and urgent and within himself he lacks the means of meeting them. The human baby is more helpless when born and stays helpless much longer than the young of any other species. The tadpole or polliwog dashes about in the pool in a lively manner, making no claims on any of his kin. His is no prolonged infancy. Little children watching his mad motion call, "Wiggle-woggle polliwog, pretty soon you will be a frog," and soon he is a frog, perhaps the biggest frog in the puddle. Many

generations of frogs will come and go before these little children grow up. Much the same thing is true of newly hatched birds in the nest. For a brief period they are dependent upon their parents for food and warmth, but before long they make their first flights. Within a year they are full-fledged and have established nests of their own, but the little child who watched their first flights remains still a little child. One year does not take him far toward his adulthood. The gangly colt running at his mother's side and the saucy calf tugging and butting at his mother both require more time to become mature than do frogs and birds, but far less than does the baby.

The colt and the calf born on the same day as the child will be running about the pasture nibbling the grass and drinking water from the brook before the baby can raise his head. They will be fully grown two years before the child is ready to go to kindergarten. During this period of time the baby's food must be prepared and given to him; he must be bathed and dressed; he must be kept warm and dry; and gradually he must be made aware of the world about him. Later he must be taught to do certain things for himself and still later learn to think for himself. His growth is so gradual that more than twenty years are required to bring him to maturity. At first his needs are largely met by physical care, plus a certain amount of mothering or expression of love and affection. Later the eager questioning of his mind and his lively curiosity make exacting demands of his parents. Most parents find that the care required is far greater than they had anticipated. Usually most of the care of the child is given by the mother. This leads to the early establishment of a close bond between them. Artists and poets alike have found the mother-child relationship a source of inspiration for their work. Often the father's work is such that he, too, can assume some of the care of the child. Sometimes an older sister or brother shares this responsibility, even though she or he requires some care, too.

The long period of infancy of the baby places on his family, community, and state the responsibility of providing adequate care. Lacking such, he is helpless to survive. Only with intelligent care can he make his best growth and development.

Problem 1. **What care does the mother need before the baby comes?**

The care of a child begins with the care of the mother before her baby comes. If you have a baby brother or sister in your home, you will easily recall the long months of waiting for his arrival and how his coming was looked forward to by all the family.

Your father and you may have discussed with your mother the coming of "our baby." Perhaps very early, when you were first told that the baby was expected, someone explained to you that these months would be difficult months for your mother. The development of the unborn child was a severe drain upon her body, and however much she might wish to be poised and serene, her nervous system might be so disturbed that she would cry or become irritated over trifles and be sensitive to comments and attitudes on the part of her family.

This is easy to understand if you follow the growth of the unborn baby in the mother's body. When first formed, by the union of the ovum from the mother and the sperm from the father, it is the size of a grain of sand. At the end of five weeks this tiny bit of life, now called an embryo, is one inch long; and by the twelfth week it is from three to four inches long. At the end of the sixteenth week the embryo is called the fetus and begins to look much like a baby. He measures about six inches from top to toe and begins to move and stir in the mother's body. By the twenty-fifth week the fetus measures ten to twelve inches in length. By the thirtieth week the unborn baby is about fourteen inches long and may weigh two or two-and-a-half pounds. From now on there is little increase in the length of the baby, but the weight increases until at birth the average baby weighs about seven pounds. Obviously then, the rapid development of the growing baby within the mother's body means that she should have special consideration and care.

Since a baby means so much to all of the family, since he is the "family's baby," it seems only fair that all its members should maintain an understanding and helpful attitude toward the mother. All should join in making the mother's weeks before and

after his arrival as happy and as free from anxieties as possible.

The mother's daily schedule should be carefully planned. The expectant mother needs exercise, but it should be taken with judgment. Usually it is better for her to carry a large portion of her household responsibilities for most of the period of pregnancy, allowing the heavy work to be done by someone else. She needs outdoor exercise and recreation and should have a regular time for this. Sun baths, too, are highly desirable. It helps greatly when a friend or two share in the out-of-door activities. Although the daily walk is desirable, she should avoid overexertion, as, for example, running to catch a train. Such a strain may bring on a miscarriage, or premature birth, usually resulting in the death of the baby and always in a danger to the mother. Adequate sleep and rest are needed. These should be planned for in the mother's daily schedule. She should not allow herself to become too tired or to lose sleep. Fatigue is just as serious for her body as is bad food or disease. A good plan is to set a regular time during the day for rest and sleep and for retiring at night. The mother should make herself happy during pregnancy and should keep herself calm and serene. During the confinement period, which is the period of ten days following the birth of the child, she should be freed from all responsibility for the household tasks. The amount of help needed in the home depends for the following weeks upon the work to be done and the state of health of the mother. During this period she should do no heavy work or lifting.

The diet of the mother should be given careful attention. The mother's food during pregnancy is most important, for it not only has a direct effect upon the mother but upon the body of the baby growing within her. The diet should be well balanced, with the protective list of foods well represented. Special emphasis should be put on those foods that supply vitamins, minerals, and building material. Each day's food should contain one quart of milk; fruit, including citrus or tomato; green and leaf vegetables, both raw and cooked; some whole-grain cereal; and meat, fish, eggs, liver, or cheese, unless the physician advises otherwise. At least six to eight glassfuls of water should also be drunk daily. It is particularly important that the diet be adequate in mineral content. The mother

needs iron to maintain her own blood and to build a good supply for the baby. If the diet is deficient in calcium, the material of the mother's own teeth is drawn upon to meet the needs of the unborn child; then dental difficulties develop. Nature so provides that the needs of the child are met first, in spite of the ravages made upon the body of the mother. Sometimes these ravages are so extensive as to be irreparable, serious damage being done to bones and teeth. Even so, the needs of the child cannot be entirely met from the minerals stored in the mother's body. If the mineral content of the expectant mother's dietary is low, this fact will probably be shown later in the poor quality of her child's teeth. Sometimes the physician prescribes cod-liver oil and special vitamin and iodine preparations. This is done to help provide the needed building materials for the baby and to keep the mother's body in good condition.

Frequently, mothers feel that they should increase the amount of their food to a large extent. This is a mistake. The quantity need be increased but little, especially in the early months of pregnancy. Even after the fourth month, an increase of not more than one-fifth of the regular food intake is sufficient. Stimulants, such as tea and coffee, and rich pastries and desserts should be used sparingly. The expectant mother should have regular habits in her eating and should not undertake a special diet unless so ordered by her physician. She must remember that the new body must have food to make bone, blood, and muscle, and she must not omit the foods that supply these tissue-building materials.

Cleanliness is essential for the health and comfort of the mother. The daily bath during pregnancy is refreshing, stimulating, and aids in throwing off the body's wastes. The teeth should be brushed at least twice a day and given careful attention. Elimination of bodily wastes is most important at this time, and regular times for this should be established in the day's routine. Habits and practices which make for the health of the mother before the baby comes should be encouraged, for prenatal influences of this kind directly affect the health and well-being of the baby.

The clothing of the mother is important. In planning her wardrobe, the expectant mother should choose comfortable and attractive clothing which does not confine nor restrict the body in

any way. The weight of the clothing should hang from the shoulders and be of such a design that it can be easily adjusted to care for the mother's rapid increase in size. Shoes should be comfortable, and only low heels should be worn. Attractive clothing should be planned and selected for this time because it adds to the serenity of the mother. It is possible now to buy pleasing garments or patterns for maternity clothes, and no mother need stay at home because of her personal appearance.

The mother should have adequate medical and nursing care. During the periods of pregnancy and confinement everything possible should be done to safeguard the health of the mother. She should place herself under the physician's supervision just as soon as she knows that a child is conceived, and she should also remain under his care for at least six weeks after the baby is born. She needs adequate medical, dental, and nursing care throughout these periods. Complete physical examinations should be made monthly or upon the physician's advice. Her teeth should also be examined at least twice during the pregnancy and needed dental work done. No matter how well the prospective mother feels, a periodic check-up of health, including analysis of urine, is necessary. Only by this means can assurance be had that the bodily functions are normal.

In planning for the baby's arrival, the mother must decide whether she will go to the hospital or remain at home. She should list the advantages and disadvantages of each before she makes her decision. In many communities there are excellent hospitals with well-trained and carefully supervised nurses where good care is afforded. In such places the hospital seems a wise choice. If the confinement is to be at home, a trained nurse should be employed if at all possible, or else a practical nurse who is intelligent, clean, and willing to follow the physician's orders. Important in the choice should be the mother's attitude toward the plan. It is desirable that she approach the confinement with assurance that everything possible has been done to insure her safety and comfort during this period.

Adequate care for the mother before the baby comes and for them both afterwards involves an expenditure of money. Often

this means careful planning and reworking of the family budget. Many families have found it helpful to set aside a certain amount regularly to care for these added expenses. The mother should be kept free from the worries of these expenditures. Whatever they may be, she should not be deprived of the necessary care that she should have at this time. The future well-being of her baby and herself depend so much upon her care during pregnancy and the weeks that follow that it should in no way be neglected.

A mother who kept a record of the cost of her six-year-old daughter found little variation in the total expenditures from year to year. The annual amount was a figure somewhere between \$225 and \$275. The expenditures for the first year were \$236.05 and included none for herself except the services of the physician and hospital. The itemized cost of this baby during the first year was as follows:

Physician's bill	\$40.00
Hospital bill (10 days)	45.00 *
Cab to and from hospital	1.00
Food	62.00
Clothing	20.00
Soap (toilet and laundry)	3.00
Laundry	10.00
Drugs	2.70
Antiseptic oil, powder, etc.	3.75
Bottles and nipples	1.50
Sterilizer50
Bath equipment	1.50
Buggy	15.00
Crib and mattress	10.00
Nursery chair	2.50
High chair	2.00
Toys	2.00
Announcement and thank-you cards	4.00
Additional life insurance policy for father	9.60
Total	<u>\$236.05</u>

* This amount is sometimes reduced by a shorter stay in the hospital. Unless adequate care can be given in the home, this is not to be advised.

Several recent surveys place the cost of a child to the family at \$300 for prenatal and birth expenses and \$300 per year until high school graduation.

For your thinking and doing

1. Plan a day's schedule for an expectant mother who is in the fifth month of pregnancy and has a two-year-old boy. Indicate how the schedule would differ if she had no children; if she had two children, one three and one five.

2. Plan the diet of this mother for a day at another period of her pregnancy.

3. Plan a wardrobe for an expectant mother, not to exceed \$35 in cost.

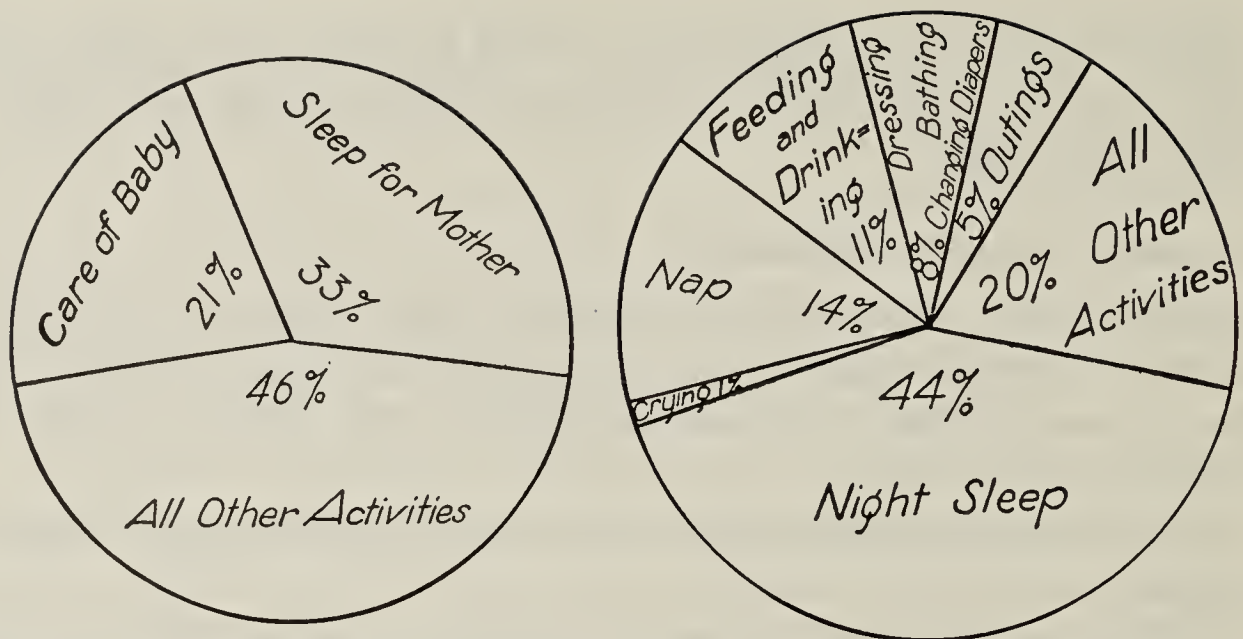
4. Make a list of the minimum essentials of adequate care for a mother during pregnancy and confinement.

5. What would be the cost of these essentials in your community?

6. Decide the responsibilities of family members for the care of the expectant mother.

Problem 2. How does regularity aid in maintaining the child's health?

Regularity in the life of the child is important. As used here, the term means having a stated time for all of the child's activities and for attending to his necessary care. Regularity is one of the most important factors in the child's health, and orderly routine should be followed from birth. Numerous healthy and good-natured babies everywhere show the results of living according to a schedule. There are some mothers, however, who do not use this plan. They say that bringing the baby up "by the clock," as they call it, takes too long. A study made with several mothers and their babies indicated that the mothers who did not believe in following a regular schedule because "it took so much time" actually used more time than those who followed one. This is valuable information for mothers because time is an important consideration for them. A baby needs much care, which requires the time of someone—usually the mother. Studies show that over one-fifth of the mother's day is given to the care of the baby under twelve months. Any plan of caring for the baby that conserves the



The baby spends most of his time sleeping (*right*), while the greater part of the mother's day is spent in activities of some sort (*left*).

mother's time and strength and is also good for the baby's well-being should be adopted.

The baby's needs are such that a schedule enables these to be met in a better way than can be done otherwise. It should include feeding, bath, sleep, play, exercise, and outings. One of the important responsibilities of the nurse is to start the baby at once on a definite routine and to establish those regular habits which contribute so largely to a child's health.

Regularity of meals is necessary. This is accomplished by establishing at the beginning a regular schedule of feeding for the baby. His digestive organs respond to his food, and his appetite is more constant when this plan is used. Sometimes people have the notion that a nursing baby should be fed whenever he fusses or cries. By this method they keep the baby's stomach at work all of the time. Babies fuss and cry for numerous reasons, of which being hungry is only one. Feeding, therefore, should be used only when it is the real time for the baby to eat. Likewise, some parents permit older children to eat cake and sweets between meals and then wonder why they have no appetite at mealtime. Common causes of indigestion and stomach trouble in babies and children are irregular and too frequent feedings. Regularity of meals is essential in every period of childhood.

Regular sleep periods are essential. Next to food, sleep is the

most important factor in the growth of the child. Each needs a certain amount daily, according to his age and state of health. Several long regular periods are much better than many short ones because the child does not become entirely rested if the sleep periods are broken into short naps.

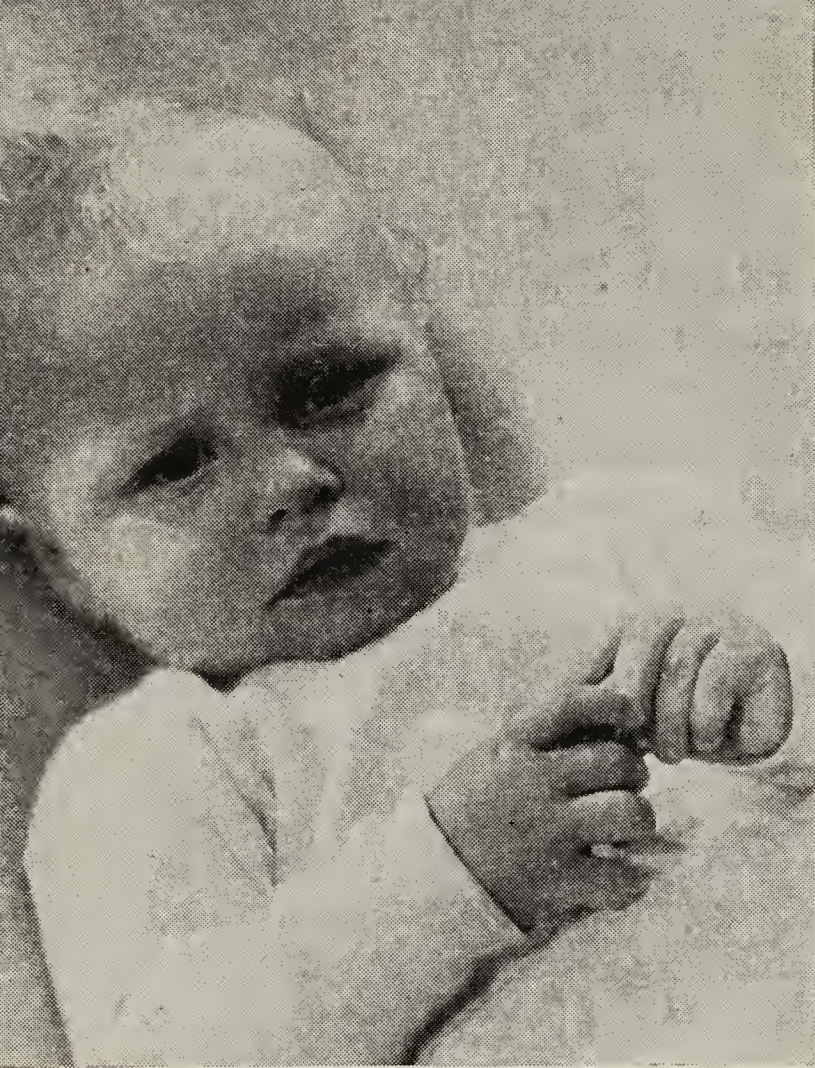
Regularity in sleep habits should be established at the beginning of the child's life. Many difficulties that arise later in regard to a child's sleep schedule could be prevented if a right start is made in the beginning. Parents frequently do not wish to stay at home with the child while he is sleeping. They take him out when he should be in bed. This practice is hard on his nervous system and soon shows its harmful effects.

A little boy of six has long been considered the worst child in town. People dread to have a visit from him. He is nervous, into everything, and almost uncontrollable. Even when he was a small baby he never knew a regular time for sleep. He has been up until all hours of the night. He has been taken regularly to the picture show and to all types of amusements and entertainment. In spite of the neighbor's comments, he is not really a bad child but only a worn-out one. Unless a change is made in his plan of living, he may become a very sick boy. You may know of a similar case in your community.

The young child should go to bed early every night. The afternoon nap should be continued at least until the child starts to school. The mother who says, "I can't get my child to take a nap" is admitting her failure to establish regular habits for her child's sleep and rest and is not doing what she should to insure good health for him.

Regularity of elimination is important. Establishing regularity of bowel movement may well be started early in the baby's life so that this habit may soon be formed. A well baby usually has from two to four bowel movements during the twenty-four hours. If a baby is fed and bathed at a regular time and also has regular sleep periods, he usually has regular bowel movements.

When the child is eight or nine months old, the mother may begin teaching him to use the stool, especially for bowel movement. Small porcelain chambers are made for babies to use. The chamber



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No cause for complaint about my schedule, thank you!

is warmed and placed on the mother's lap. The baby is then seated on the vessel, being carefully supported by the mother. If this procedure is followed for a few minutes regularly after the first morning feeding and after the evening feeding, some twelve hours later, a rhythm in bowel movement may become established. Also, the number of soiled diapers is greatly reduced. After the baby is able to sit alone, a nursery chair is placed over the chamber, and the child is seated on the chair. The nursery chair is both convenient and more comfortable for the child.

Establishing bladder control takes much longer than bowel control. However, some mothers are successful in teaching their babies to use the chair for urinations as early as eighteen months. Most children, though, do not have completely developed toilet habits before they are well into their third year.

A regular schedule should be carefully followed. Planning and following a schedule will be of much help in establishing good habits in the child. All of the activities and care should be arranged for in this schedule, and followed, though it may require determination and effort in the beginning. As repetition for three days usually establishes a habit in a baby, the difficulty is soon settled. A plan for an infant's day, with four-hour intervals between feedings, is given here:

6:00 A.M.—First feeding

6:15 A.M. to 9:15 A.M.—In bed to sleep or play

9:15 A.M.—Orange or tomato juice and cod-liver oil

9:30 A.M.—Bath

10:00 A.M.—Second feeding
 10:30 A.M. to 1:45 P.M.—Outdoors in carriage, sun bath, asleep most of the time; drink of water after nap
 2:00 P.M.—Third feeding
 2:30 P.M.—Outdoors in the sunlight as long as the season permits; asleep most of the time
 5:00 P.M.—Drink of water
 5:30 P.M.—Undress; give sponge bath; get ready for bed
 6:00 P.M.—Fourth feeding
 6:15 P.M.—In bed
 Mother's bedtime—Fifth feeding

A plan for the toddler's day shows some changes. The following plan, adopted at twelve months, would hold until the school-day routine was established.

6:00 A.M.—Milk
 8:00 A.M.—First meal
 8:30 A.M.—Bowel movement
 9:00 A.M.—Sponge bath and dressing
 9:30 A.M.—Orange or tomato juice and cod-liver oil
 9:45 A.M. to 11:30 A.M.—Outdoors in sunlight when season permits
 11:40 A.M. to 12:00 M.—Luncheon
 12:30 P.M. to 2:30 P.M.—Nap
 2:30 P.M.—Wakened; given a cup of milk* and possibly a sandwich
 2:30 P.M. to 5:00 P.M.—Outdoors in sunlight when season permits
 5:30 P.M. to 6:00 P.M.—Cleansing bath; dress for bed; play
 6:00 P.M.—Supper
 6:30 P.M.—Bed
 Water to drink during morning and afternoon

Following a schedule will make it easier for the mother to be relieved of some of the baby's care. This may be done by a paid helper or some member of the family. For example, the high school daughter might work out a schedule of help thus:

Outing	4:45 to 5:00 P.M.
Dress for bed	5:40 to 5:50 P.M.
Play	5:50 to 6:00 P.M.

Similarly, schedules could be worked out by other helpers that will fit in with the baby's plan of living. Help can be given the mother without upsetting the baby and the rest of the household.

For your thinking and doing

1. Plan schedules for the following:
 - (a) Different age babies under one year.
 - (b) Different age preschool children.
 - (c) A high school girl's care of a nine-months-old baby on school days; on Saturday and Sunday.
 - (d) The sleep and rest periods of different age babies or preschool children.
2. Studies show that babies on a regular schedule require less time for their care than other babies. What reasons would you give for this?
3. Frannie is six months old. She is a cross baby and cries much of the time. She is also very nervous and has made no gain during the past month. Her mother feeds her every time she fusses and has no regular sleep periods for her. What would you suggest that might help remedy the situation?

Problem 3. What food shall be given the baby?

The baby needs food for energy and growth. If you have ever watched a tiny baby as he lay in his bed, you have seen that he is never still. His muscles and limbs are constantly moving. His body processes, such as breathing and beating of the heart, are rapid, and there is motion in every part of his body. This movement accompanies growth, and itself requires an expenditure of energy which comes ultimately from the baby's food. His body temperature, too, must be kept up if his body is to function, and this requires energy from the same source. A healthy baby grows rapidly. He doubles his birth weight by the sixth month and triples it before or by the end of the year. He needs food for this body-building, and he needs food for his daily energy requirement for external and internal body activities.

Mother's milk is the best food for the baby. This has long been recognized. Since nature has prepared it specially for the child, it is always clean and sweet and at the correct temperature. No real substitute has yet been discovered. The breast-fed baby is much less apt to become ill than is the bottle-fed baby. A study of the records of infant mortality shows that more artificially fed babies

die than do breast-fed babies. Physicians also say that many malformations of the jaws, chin, nose, and mouth arch in children are due to artificial feeding. All of these may cause defective teeth and a tendency to infected sinuses, tonsils, and ears. The mother should make every effort to breast-feed her baby.

Most mothers can nurse their babies if they so wish. Probably not more than 5 per cent are physically unable. If breast feeding is to be successful, the mother must take good care of her own health and eat wholesome and sufficient food. She should include generous amounts of the protective foods in her diet and plenty of milk—one quart daily. She should have proper rest, sleep, recreation periods, and exposure to direct sunlight.

In certain cases a physician may advise against breast feeding. Then modified cow's milk is prepared according to the formula furnished by the physician. Artificial foods are not much used; some of them do not furnish adequate growth materials and some are difficult to digest. As the baby grows, his food will be changed from time to time upon the advice of the physician.

The baby should be fed at regular intervals. This procedure is sometimes called feeding "by the clock" and is the basis of all scientific infant feeding. Regular feeding periods are important for the baby and should be established as soon as possible. The newborn baby's stomach has a capacity of about two fluid ounces, and therefore he cannot take large quantities at a time. Just as the adult is in better health with three regular meals than with food at any and all times during the day, so the baby thrives better on a regular schedule. However, because his stomach is so small, the baby requires more meals than the adult.

The feeding interval most used now is the four-hour one. In the case of a weak baby, a shorter interval is often used for the first few weeks. Usually the interval is not less than two hours and often is three hours. A commonly followed plan is:

Six feedings in twenty-four hours for the first month.

Five feedings in twenty-four hours for the second and third months.

Four feedings in twenty-four hours from the fourth to ninth months.

Three feedings in twenty-four hours after the ninth month.

Many babies are started at once on the four-feedings schedule, omitting the night feeding from the first. Thus the mother avoids the problem of breaking the habit of a night feeding.

In planning the baby's schedule, the mother arranges to have the feeding time different from that of the family's mealtime. This will avoid any necessity for hurrying the meals of either mother or baby. Babies fed at regular intervals rest well, are better nourished, and have a finer development than babies who are fed irregularly.

The baby needs water. Sometimes mothers are careless about this need and fail to give the baby enough water. Because a baby must learn to drink water, it should be given to him from the first day. During the first week, at least two teaspoonfuls should be given daily. This amount should be so increased that by the age of six months the baby is getting from two to three teaspoonfuls between feedings. The water can be given from a spoon or a nursing bottle, and should be cool. Only cooled, boiled water is used. Many a baby is fretful and cross because he needs a drink of water.

Orange and vegetable juices and cod-liver oil are added early. The baby grows rapidly, and his requirements change and increase with his growth so that early additions to his diet are necessary. Just as the adult needs vitamins in his diet, so does the baby. Mother's milk after a time fails to furnish these in sufficient quantity. Consequently, orange and vegetable juices, such as spinach, carrot, and tomato, are early added to the diet. At first only a few drops are given and the increase then is made gradually. These additions are made as early as the first month, especially of orange and tomato juice. In many cases at this time the physician adds cod-liver oil or similar substances when the need is indicated. It supplies vitamins, stimulates growth, and aids in the building of bones.

Strained cereals and vegetables are soon used. When the baby

is three months old, strained cereals and vegetables are added to the diet. These are cooked thoroughly, put through a sieve, and substituted for the milk at a feeding period. At first only a teaspoonful or two should be given, but the amount may be increased until the child is taking a tablespoonful. Later, milk may be added to the cereal or vegetable. Oatmeal and other whole grain cereals are excellent for the child. The vegetables most used are spinach, peas, carrots, celery, and tender string beans. These vegetables will supply the needed iron for the baby. A wide variety of canned strained vegetables are now available on the market.

Other foods are also added. Egg yolk becomes a part of the daily diet at the fourth month. One-half teaspoonful is given first. Gradually it is increased to a whole yolk. In the baby's sixth month, some type of soft and mild fruit can be given him. Chopped stewed prunes, strained applesauce, and well-mashed ripe banana are good examples of such. One teaspoonful is given at first, the amount being increased to two tablespoons by the end of the month. During the seventh month, a tablespoon of baked potato and a piece of zwieback or stale bread can be added. Also once a week a tablespoon of ground raw liver, heated thoroughly with vegetable pulp, or alone, is substituted for the egg yolk. At the end of the ninth month the child should begin to drink cow's milk and gradually make the change to this from the breast milk.

Changes should be made only upon advice of a physician. Any changes in the baby's diet should be made only upon the advice of the physician. The many factors which affect the baby's physical condition should be understood before changes are prescribed.

For your thinking and doing

1. Plan feeding schedules for a given-age baby, beginning at three different times in the morning. Decide the advantages and disadvantages of each to the mother; to other family members.

2. Prepare cereals and vegetables for a three-month-old baby; a year-old baby.

3. Prepare egg yolk and liver for a seven-month-old baby.

4. Jeanette is two months old. She is of average size and weight. In general, what should be her diet? What should be her diet when she is eight months old?

Problem 4. **What changes are made in the child's diet as he grows up?**

The child's food requirements are increasing constantly. All of the time his food needs are changing. He needs more food for energy; he needs more food for growth. Very soon his mother's milk does not furnish him all of the food he needs. This lack increases until by the end of nine months the mother's milk is entirely inadequate for him and he no longer includes it in his diet. Even so, he is still far from ready to be given the solid foods of the adult diet. His food must be chosen from those that are suitable for him, and they must be such as to give him the foods he needs. This change formerly was called the weaning period, and consisted of abruptly taking the child from the breast and giving him a new diet, frequently that of his parents. We no longer have this time of weaning period. The present plan of child feeding provides for the gradual substitution of cow's milk for mother's milk and a gradual increase of amounts of strained vegetables and cereals and other foods.

This increase in food requirement continues throughout the growth period, from babyhood to adulthood. Adequate provision should be made for the food needs during each of the various stages of the child's development. Children should be taught early to like a variety of vegetables, fruits, and cereals. This aids them materially in obtaining an adequate diet throughout life. No doubt many adults do not enjoy variety in their diet because they did not learn to like many foods in their childhood.

Certain foods should always be included in the diet. The period from the twelfth to the eighteenth month is often called the transition period in the child's feeding. During this time he is changed from the diet of his baby days to that of the preschool child which will be the pattern for his feeding for the next five years. Milk still remains a basic part of the child's diet. The amount of cow's milk commonly recommended for each individual during childhood and adolescence is one quart each day. In some cases inclusion of this amount of milk in the diet has led to a failure to meet the energy requirement of the body. A child of three who has had a quart of milk daily may have felt satisfied after each

meal and yet may not have had adequate fuel for his activity. It is essential that at least a pint of milk per person be used daily. After this minimum requirement has been met, solid food, such as cereals, legumes, vegetables, eggs, and meat, should be used to meet adequately the energy, vitamin, and mineral requirement before the second pint is consumed. Usually when this is done, the child will take the second pint. "It slips into the cracks," one child says. Not all of the milk need be served as milk. It may be used in the making of soups, sauces, beverages, and desserts. Sometimes there is a child who refuses to drink milk. As a rule, this is due to bad habits and poor guidance at home. In only rare instances does milk disagree with a child to such an extent that he is ill from its effects.

Cereals, vegetables, and fruits should be used largely in the diet. The whole grain cereals, well cooked, are desirable. Ordinarily, until the child is from twelve to fourteen months old, the vegetables and fruit should be put through a sieve, but the older children can use to advantage the roughage supplied by the unstrained food. Finely chopped, uncooked lettuce, cabbage, and carrots are given as early as eighteen months. Orange and tomato juices are still of great importance. Most of the fruit eaten should be soft-cooked and lightly sweetened. Hot breads should be avoided in a child's diet. Baked potato may be used toward the end of the first year. The yolk of the egg is given from the fourth to the sixth months—soft-cooked, scram-



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When meal time is happy time, the bottom of the bowl soon comes into sight.

bled, or creamed, but never fried whole. Whole egg becomes a part of the diet between the twelfth and eighteenth months, and its daily use is to be recommended. Foods that require chewing should not be omitted. For this reason, dry and toasted bread are given early and continued through the preschool period. Plenty of drinking water continues to be an essential, as it will throughout life. Cod-liver oil has an important place in the diet of the preschool child.

It is generally agreed that the introduction of liver in the diet during the seventh month is a desirable procedure. It is used once or twice a week in place of the egg yolk. By the twelfth month, two tablespoons of the ground and heated liver are used two times per week.

Authorities differ on the advisability of using other meat in the children's diet. There are those who believe it should not be given to them before the age of two or three years. These persons believe that the incomplete digestion of meat leaves a residue which exerts harmful effect upon the body and that the use of meat also prevents children from eating the other necessary foods, such as milk and vegetables. Others believe that meat should be given in moderation, beginning when the child is twelve months old. They hold that the inclusion of meat two or three times per week will help supply the iron and protein which the growing child needs and that, if well cooked and prepared, it will exert no harmful effects. In deciding between these methods, the advice of a reliable authority should be sought and the recommended procedure followed.

Simple desserts are best for young children. Custards, corn-starch and bread puddings, and fruit and gelatin desserts may be given after the child is one year old. Later on, plain cakes and cookies may be added. Except for the very young child, ice cream and ices are good desserts. Rich pastries and puddings have no place in the child's diet. On the whole, the diet of the preschool child should be simple and contain only those foods that can be easily digested.

On pages 446 and 447 there are two dietary plans, one for a child twelve to eighteen months of age and one for a child two to four years of age.

Steady gain in weight is an important index of nutrition. A question that most mothers want answered is: "How can I know whether my child is in a state of good nutrition?" Generally, if a child gains steadily in weight, has a good appetite, and sleeps well, we can feel rather sure that his nutrition is good. From the first to the eleventh year, the average gain of a child should be about 5 pounds each year. After that, the child should gain an average of 10 pounds a year until the time of growth is over. Underweight in children is a cause for concern. If a child is 7 to 10 per cent below the average weight for his height, age, and body build, he is said to be underweight, and may be suffering from malnutrition or some other underlying cause of disease. Excessive overweight or underweight indicates weakened resistance and lowered physical vitality. Any child who is underweight should be placed under the care of a physician and everything possible done to bring him into a state of good nutrition. Though there are many causes of malnutrition, bad eating habits are among the most important. Perhaps you know a child who is an example both of poor nutritional state and bad eating habits. So often these go hand in hand.

For your thinking and doing

1. Make a list of the ways in which the diet of the preschool child is like that of the baby. Make a list of the ways in which the diets differ. Compare the two lists.

2. Plan and prepare the following:

- (a) a day's diet for a one-year-old child.
- (b) a day's diet for a four-year-old child in which a quart of milk is used, one pint only being used as a beverage.
- (c) a low cost day's diet for a three-year-old child in a family of very limited means.

3. Plan menus for one week for a two-year-old child; for a five-year-old child.

4. Give examples of good eating habits in children; of bad eating habits.

5. Prepare various foods suitable for children. Serve these in especially pleasing and attractive ways.

DAILY FOOD PATTERN FOR A CHILD TWELVE TO EIGHTEEN MONTHS OF AGE

Breakfast:

Well-cooked whole grain cereal strained at first but unstrained toward end of period.....	¼ C.
Whole milk for cereal.....	¼ C.
Whole milk to drink (not cold).....	1 C.
Dry bread or toast (whole grain or enriched) buttered lightly.....	½-1 slice
Mild fruit with little or no sugar—as orange juice or stewed prunes, mashed at first, then chopped.....	2-3 T.

Mid-Morning:

Orange or tomato juice.....	1/4-1/3 C.
Cod-liver oil.....	1 t.

Dinner:

Egg yolk or whole egg, soft-cooked.....	1
or	
Steamed scraped liver; lean beef; or chicken.....	2 T.
Vegetable—as spinach, carrots, peas, green beans— mashed at first but chopped toward end of period..	3-4 T.
Baked potato.....	2-4 T.
Butter or fortified substitute.....	1 t.
Whole milk (not cold).....	1 C.
Milk dessert—as junket and custard—or mild fruit..	3-4 T.

Mid-Afternoon:

Whole milk (warm)..... 1 C.

Supper:

Cereal, as for breakfast, with whole or top milk $\frac{1}{4}$ C.

or

Milk toast $\left\{ \begin{array}{ll} \text{Bread (whole grain or enriched)} & \dots\dots\dots 1 \text{ slice} \\ \text{Milk (whole)} & \dots\dots\dots 1 \text{ C.} \end{array} \right.$

or

Dry toast with stewed tomatoes $\left\{ \begin{array}{ll} \text{toast} & \dots\dots\dots 1 \text{ slice} \\ \text{tomatoes} & \dots\dots\dots \frac{1}{3} \text{ C.} \end{array} \right.$

Whole milk (not cold) if not used as milk toast $\frac{3}{4}$ –1 C.

Mild fruit—as applesauce or canned peaches $\frac{1}{4}$ C.

Daily:

1 quart whole milk; 1 egg, or a substitute; a green vegetable; a cereal, whole grain; and orange or tomato juice.

DAILY FOOD PATTERN FOR A CHILD TWO TO FOUR YEARS OF AGE

Breakfast:

Hot, well-cooked cereal—as rolled oats or Wheatena	$\frac{1}{4}$ – $\frac{1}{2}$ C.
(Dried fruit, such as dates, may be added to cereal)	
Whole milk for cereal	$\frac{1}{4}$ C.
Whole milk	$\frac{3}{4}$ C.
Toast or dry bread (whole wheat or enriched)	1–2 slices
Butter or fortified substitute	To spread bread
Fruit, mildly acid and not very sweet—as oranges, applesauce, prunes	$\frac{1}{4}$ – $\frac{1}{3}$ C.

Mid-Morning:

Orange or tomato juice	$\frac{1}{4}$ – $\frac{1}{2}$ C.
Cod-liver oil	1 t.

Dinner:

Meat—as lamb chops, liver loaf, lean beef	1 small serving
or	
Egg, soft-cooked, or soufflé	1 egg
Potatoes, mashed or baked	1 small
Vegetables, mild, preferably green or yellow, quickly cooked, buttered or creamed	$\frac{1}{4}$ – $\frac{1}{3}$ C.
Sandwich, plain or with chopped raw vegetable filling, as cabbage or spinach	1 small
Whole milk	$\frac{3}{4}$ C.
Milk dessert—tapioca or cornstarch pudding	$\frac{1}{4}$ – $\frac{1}{3}$ C.

Mid-Afternoon:

Whole milk	1 C.
Slice bread and butter or whole-wheat cracker	1

Supper:

Cream of vegetable soup—as tomato	$\frac{1}{2}$ C.
Toast (whole wheat or enriched)	1 slice
or	
Cereal, hot	$\frac{1}{2}$ C.
Whole milk	$\frac{1}{4}$ C.
or	
Cottage cheese	$\frac{1}{4}$ C.
Buttered green beans or similar vegetable	$\frac{1}{4}$ C.
Whole-wheat toast	1 slice
Whole milk	$\frac{1}{2}$ –1 C.
Fruit dessert—as stewed fruit, fruit gelatin, and ripe banana	$\frac{1}{3}$ – $\frac{1}{2}$ C.

Problem 5. **How shall we care for the child's food?**

Often planning the child's dietary seems the most important item in his health. The list of foods is carefully checked to make sure that his food requirement is met and that none of the protective foods are omitted. Essential as is such planning, it is not sufficient to secure *safe* nourishment for the child. Even the best planned food may lose its value and become harmful to the child through improper care and handling. Proper care of the thoughtfully planned food is necessary.

Care should be taken in the purchase of food. The first requisite for food is that it be sound, in good condition, and fit for consumption when purchased. The wise homemaker selects the food for her family personally to see that it meets this rule. You may have had the experience of purchasing a sack of bananas only to find when you went to use them that two out of the dozen were badly decayed. Perhaps a can of tomatoes showed a slight bulge, and on opening it you found that the tomatoes had a peculiar acid taste. In either case, the food as purchased was not suitable for human consumption. Any food, the condition of which is questionable, should not be used for a child. Overripe and moldy fruit, stale vegetables, and foods with a slightly spoiled odor or peculiar flavor should be thrown away. The small amount of money saved by their use is not worth the danger involved. The risk to the child's health is too great to permit consideration of them.

Food should be marketed in a sanitary condition. Bread unwrapped and exposed to the flies and dust is a poor purchase, however attractive the shape of the loaf may be. Unprotected meat, poultry, and fish are never desirable to buy. Cookies that are counted onto the scales through the grocer's hands and then are handled again as they are placed in the sack have great possibility of carrying disease germs. Food that is not to be cooked should be bought in sanitary packages. Milk is best purchased in bottles that have been sterilized and capped under strictly sanitary conditions or in sanitary cartons. Of course the milk within the bottles or cartons should be clean and safe. For this reason, many people will use only pasteurized milk from inspected and certified dairies.

When milk of doubtful source must be purchased or when milk is sold from a large open can, it should be pasteurized or boiled before it is safe for family use.

The condition of fruits and vegetables is important in feeding children. Many fruits and vegetables lose some of their good nutritional qualities with the loss of their freshness, as well as their appetizing qualities. There are indications by which the freshness of fruits and vegetables can be judged. The “snap” of the bean, the “spring” of a cantaloupe, and the firmness of a head of lettuce are examples of such freshness. Fruits and vegetables should also be of the right color and stage of ripening and maturity and free from mold and decay.

The food should be carefully stored. After the food is purchased and delivered, it must be given such care as will keep it in good condition until it is used. Perfectly good food may be so stored that many of the qualities noted at the time of purchase are lost. Milk, butter, eggs, meat, liver, and other perishables should be kept in the refrigerator. Semiperishable foods, as potatoes, apples, oranges, and cabbage, should be kept in a cool, well-ventilated place where they will not dry out too fast. Foods such as cereals and dried legumes should be kept in a cool and dry place in covered containers. In most homes today food storage facilities are limited. When this is the case, foods to be used only for a child, should be purchased in small quantities.

Regardless of the food or of the amount, the principles of its storage remain much the same, and may be expressed in a few simple rules:

1. All food should be protected from dust, dirt, rodents, and flies.
2. Food should be stored in a dry place with good ventilation.
3. Food should be kept at a low temperature.

The place where the food is kept must be clean if the food is to remain clean and in good condition. A dirty refrigerator or cupboard and improperly washed dishes may contribute to food spoilage and bring the illness that results from eating tainted food.

Milk should be kept covered and cold. Before placing it in the refrigerator, the bottle or carton should be washed, especially the

top. Holding it under the faucet and letting the water run over the top is a good way. Thoughtless homemakers sometimes pay an extra price for clean milk and then allow it to become unfit for use in their own homes. Only clean, pure milk should be given to children.

Clean utensils and dishes should be used in food preparation and storage. Have you ever seen a mother care for the baby's bottles? Probably she proceeded in this manner: She carefully washed in warm soapsuds the bottles, nipples, and all the utensils used in preparing the food. Then she put them in a large pan of water and boiled them for twenty to thirty minutes, or else she put them in a sterilizer and sterilized them in this. After this was done, she put them in a clean, covered place where they were ready for her use as she needed them. This same method is followed with all utensils and dishes used in connection with the food of the baby. After the child becomes older, the long period of sterilization is usually discontinued and, after careful washing, the dishes and utensils are rinsed with boiling water and put in a clean, protected place. All cloths and towels used in caring for the dishes and utensils should be washed, boiled, and thoroughly dried.

Food should be well prepared. This is especially important in the matter of a child's food, for poorly prepared food may be the reason why he likes or dislikes an essential food. You may have some time heard this remark, after a meal in a public place, "So much good food spoiled in the cooking!" Perhaps you recall the overdone steak, the greasy potatoes, the gritty spinach, and the heavy cake. Food spoiled in this manner constitutes a health hazard to even sturdy adults and is a serious one to a child. Half-cooked, underdone, poorly seasoned, and unattractive food is not wholesome for a child, nor is it appetizing. It may lead to prejudices that will be shown in poor food habits. One is reminded of the remark of the child who said, "Sure I know spinach has iron in it, because I can feel it between my teeth; but I don't like it." Some children care little for the vegetables because of their faulty preparation.

In defining well-prepared food it is not possible to say, "Baked food is well prepared and wholesome," nor can such an unqualified statement be made about any method of cookery. The types and

kinds of foods commonly prepared by each method are too many and too different to permit any such generalization. Any food, regardless of the method of cookery used, may be well or poorly done, depending upon the skill and standards of the person doing the food preparation.

In lieu of a satisfactory definition for well-prepared food, the following standards are suggested as a guide. Well-prepared food for children is:

1. Clean and free from dirt and other extraneous material.
2. So prepared that maximum food value is retained.
3. So cooked that it is easily digested.
4. So seasoned that the natural flavor is enhanced and not concealed.
5. So prepared that it can be easily eaten by a child with little assistance from adults.
6. So served as to be attractive and pleasing.

For your thinking and doing

1. Care properly for the bottles, nipples, dishes, and utensils that might be used in preparing and serving a baby's food. Do the same for the dishes and utensils for a three-year-old child. How do the procedures differ?

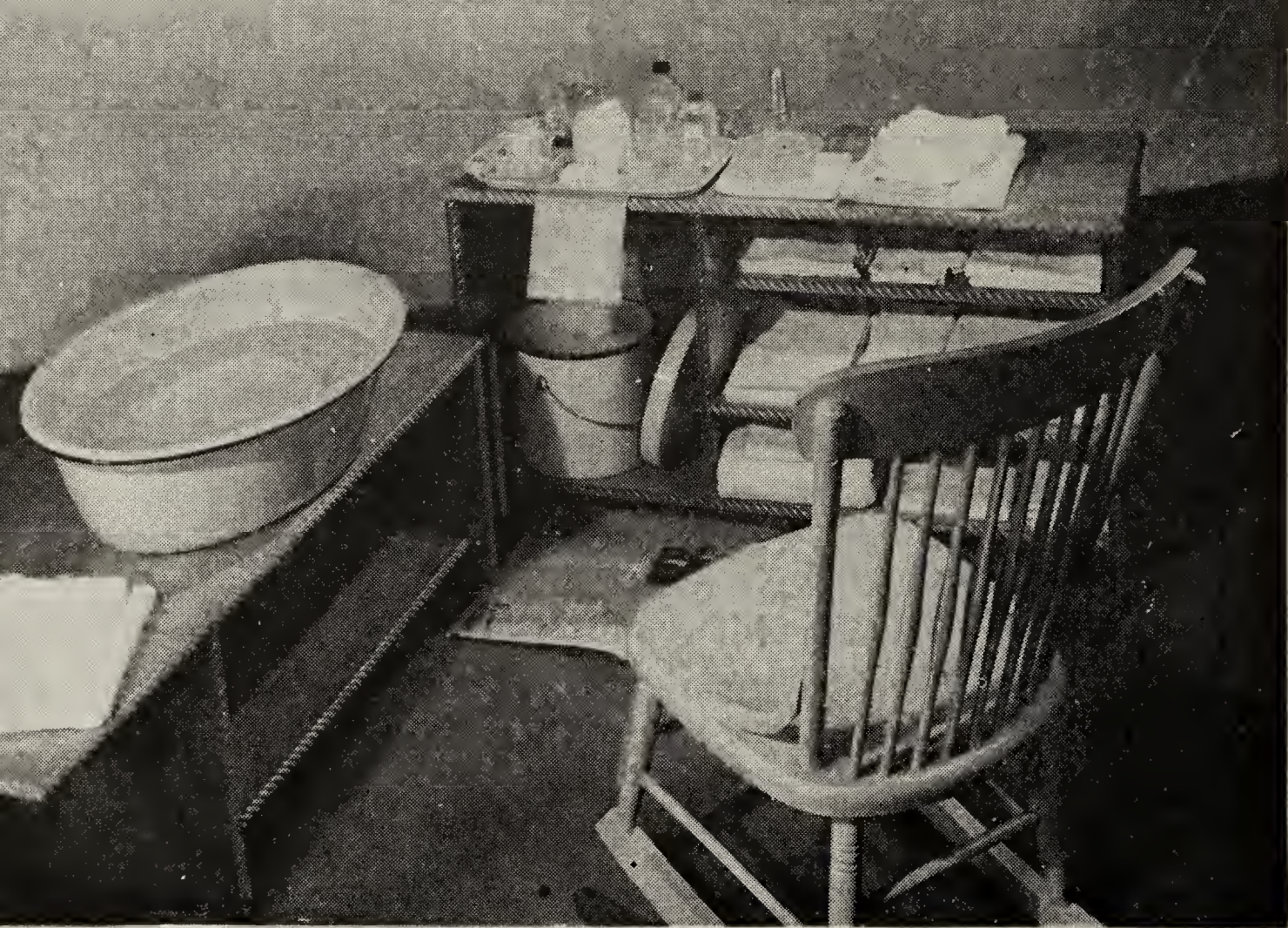
2. Outline the procedures that should be followed in the storage of the food for a young child.

3. Describe the practices of mothers in caring for children's food that you consider good; that you consider bad. How might a mother be helped to improve her practices?

4. Frank is a four-month-old baby whose family lives in a small apartment in a city; Greta is a four-month-old baby whose family lives on a Montana ranch thirty miles from a town. How do the problems involved in the care of the food of these babies differ?

Problem 6. How shall we keep the young child clean?

On a hot, dusty day, have you ever found yourself greatly desiring to leave whatever you were doing and take a bath? Perhaps you have done so and have been much rested and refreshed, re-



Baby Care Division, Bureau of Educational Services

Carefully planned provisions for the baby's bath makes the task light.

lieved of the fretfulness and irritation that wearied you. If you had been unable to bathe yourself—if you were dependent upon others to know why you were fretful and irritable—your position would be similar to that of a baby. The bath means as much relief and rest for him as it does for you. Until the baby is two weeks old, he is made clean and comfortable by a sponge bath; then he may be given a tub bath. To insure the child's comfort, a definite place for a daily bath should be made in his schedule. This should not be scheduled less than one hour before a meal and never immediately after a meal. There should be time for the digestion of his food to be far enough along that the bath will not cause any disturbance in the process.

Have you ever bathed a baby or watched him have his bath? If the mother had turned to you and asked, "Will you finish this for me?" what would you have done? Like many other people, you may have a dread of trying to handle a tiny, wiggling body. If you knew the procedure as the mother does, you might find the experience a pleasant one.

For the baby's comfort the room should be warm, about 70 to 76 degrees, so that he will not become chilled or cold. The bath water should be from 98 to 100 degrees. A common way of testing the temperature of the bath is for the mother to dip her hand in, so that the water touches her wrist. If the temperature is right, the water will feel neither cold nor hot to the wrist. Because the wrist is more sensitive than the hand, this test can be used. However, the thermometer offers the safest test. Since the temperature of the water is much warmer than that of the room, the water should not be poured into the bathtub or basin until all the necessary articles are assembled and everything is ready. Some mothers have found that an easy way to be sure that all is in readiness is to have a bath tray that will hold those articles needed for the bath. This list includes a mild castile soap, a box or cushion with safety pins, a dish with sterile oil for the day's use, toothpicks, absorbent cotton, a dish of weak boric acid solution or boiled water, covered glass containers for these articles, and a paper bag for the waste. Near at hand, perhaps on a chair or table, there should be placed a soft towel, washcloths, bath blanket, and the clean clothing. A covered pail for the wet diapers and a hamper for soiled clothing should also be near by.

Before the baby is undressed, it is well to wash his eyes, ears, nose, and face. The baby's eyes should be cleansed with a piece of absorbent cotton, wet with boric acid solution or boiled water, which is gently wiped over the eye. This should be done for each eye, and a clean piece of cotton used each time. If at any time any secretion appears in the eye, a physician should be called at once.

The baby's nose should be cleaned very gently with cotton swabs on toothpicks, dipped in sterile oil or boric acid solution. Care should be taken not to irritate or scratch the membrane of the nose.

The ear canal should be cleaned occasionally by wiping any excess wax away from the opening. The cleaning of the inside of the ear canal should never be attempted. If the baby or child shows any signs of ear trouble, a physician should be consulted.

The baby's face should be washed in clean, warm water and carefully dried.

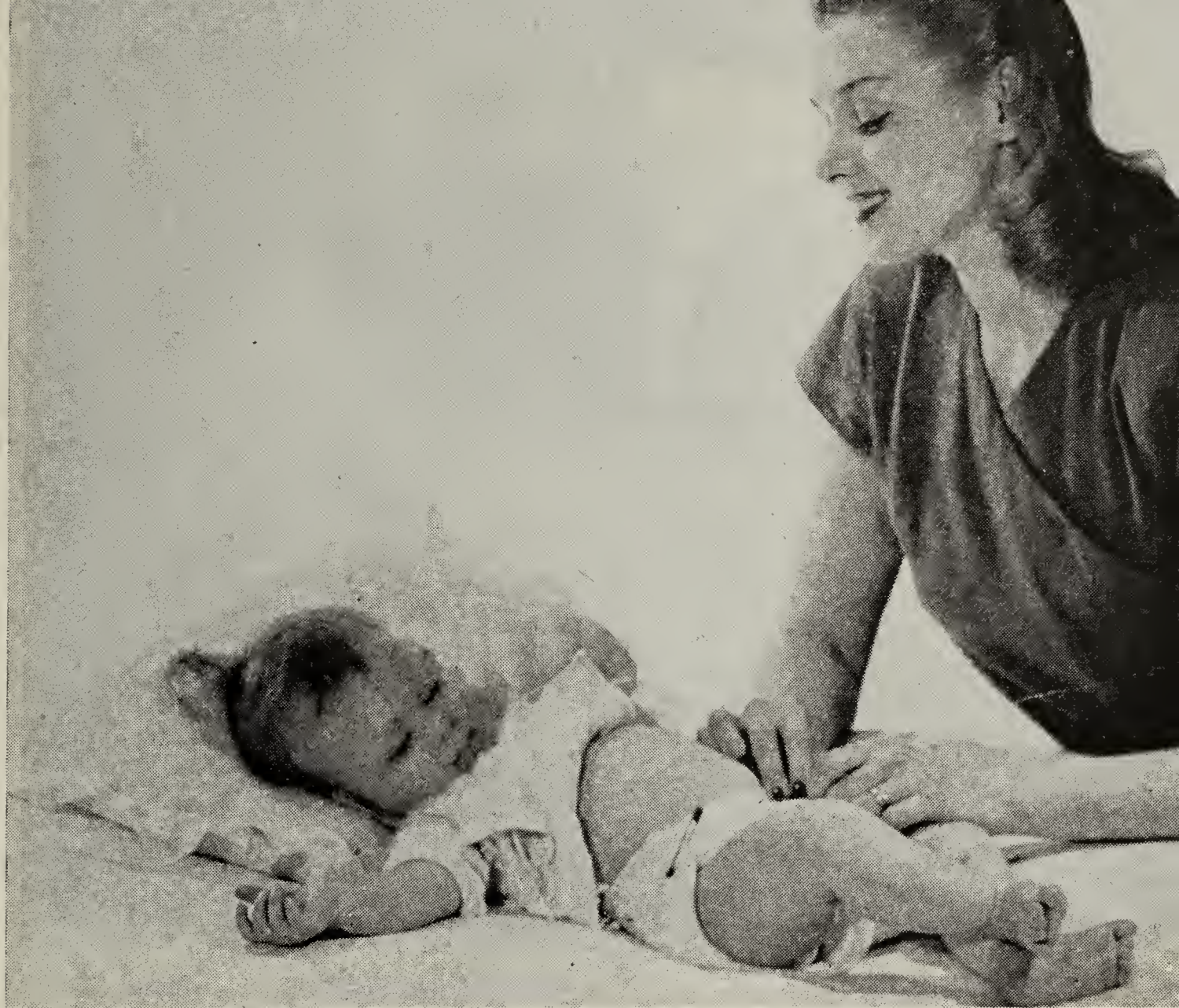


Baby Care Division, Bureau of Educational Services

The new member of the family enjoys his bath.

After being undressed, with his clothing taken off over his feet, the baby is ready for the tub. The head should be washed with a mild soap-and-water solution, using a soft cloth. The soap should be carefully rinsed off and the head should be dried with a soft towel. If scale or dandruff appears on the child's scalp, vaseline may be rubbed on gently at night and washed off with water and soap the next morning. This may be repeated as often as necessary, but a comb should never be used to remove the dandruff.

The body then should be rubbed all over with mild soap and water. Supporting the back and head of the baby with her left hand and holding the ankles with her right hand, the mother should lower him gently into the water. She should continue to hold the body of the baby with the left hand, and with her right wash him gently until the soap is all removed. She should then lift him from the water and pat him dry with a soft towel. If powder is used, it should be a nonirritating one and should be dusted lightly over the baby. The use of powder is no longer generally recommended, as it may stop up the pores of the skin and may also be irritating. The dressing of the baby should be done as quickly and easily as possible, and the clothing should be drawn on over the



Scott Paper Company, Chester, Pa.

For a child to be happy and healthy, he must be made comfortable.

feet. As the child becomes older, he can help himself more and have a part in the bathing and dressing processes. However, the procedure remains much the same.

The clothing should be clean. Clean clothing makes the child more comfortable and much more attractive. The infant and the preschool child need daily changing of clothing, or perhaps more often. Though children should be allowed to play and become dirty, there should be regular times for washing up and changing the clothing, as well as for bathing.

Sometimes mothers are careless about changing the baby's diapers and allow him to go several hours with a soiled diaper on. This is a direct menace to the health of the child, to say nothing of the discomfort afforded. The baby's diaper should be changed just as soon as it is wet or soiled, for it may make his skin red and sore and cause him to be fretful. Generally, it is not recommended



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Important in child care are cleanliness of the child and cleanliness of his clothes and bed.

that a sleeping baby be awakened to change the diaper, but when the baby is awake the wet or soiled diaper should be changed at once. The restlessness of a baby at night may be because of a wet diaper. Each time the diaper is changed the baby should be carefully washed, dried, and oiled or powdered lightly to avoid any chafing or irritation. Attention should also be given to the baby's other clothing to make sure it is kept clean.

The hands and face need frequent care. Clean hands and face are necessary to the comfort and appearance of the child. Some children always seem to have dirty hands and faces. A soft cloth, mild soap, and water should be used as often as needed. The soap should be thoroughly rinsed off and then the washed surface carefully dried. When the face is washed, care should be taken that soap does not get into the eyes. When the hands are washed, the nails should be cleaned. The child should be taught early to wash

his own face and hands when they are dirty; and as soon as he begins to assist himself at the toilet, the rule of always washing his hands after caring for himself at the toilet should be taught.

The bed and bedding need daily attention. Because the baby is helpless and he has small control over his body processes, the care of his bed and bedding is of importance. The mattress should be well protected with a rubber sheet, over which should be placed a quilt or comfort that can be washed easily. On this cover should be placed the sheets, blankets, and comforts. The bed should be aired daily for a short period and for an hour or two every one or two weeks. The lower sheet and underquilt will need frequent replacement. The blankets should be changed at least once a week and oftener if necessary to keep the bed fresh; top covers should be aired and sunned regularly and washed when soiled.

The clothing and bedding should be carefully laundered. The clothing of the baby should be laundered separately from the regular family laundry. Only a mild soap should be used, and careful rinsing should be done to remove all traces of the soap. The clothing should be ironed, as it makes the garments smooth and less likely to irritate the baby's skin.

The care of the baby's diapers presents a special problem. A wet diaper should never be dried and used again without washing. Harmful waste products are dried in the material, and when the diaper is placed next to the warm, soft body these substances irritate the tender skin. Too, such diapers give the baby an unpleasant odor. Satisfactory laundry procedures for diapers require that all excreta from the bowels should be removed from them, after which they should be rinsed immediately. The diapers should then be washed in warm suds, boiled, rinsed, and, if possible, the drying should be done in the sunshine. The washing machine is satisfactory for washing diapers, as the boiling water can thus be thrown back and forth through the fabric. If squares of old soft linen or cotton are placed inside the diaper to receive the excreta, they can be burned and the washing of the diaper is made easier. Soft paper diapers that may be discarded when soiled are also available, but as yet they have not been found very practical in use.

The clothing of the older child may be washed with the regular

laundry, but when this is done care must be taken to use mild soap and to rinse thoroughly. The slips, dresses, and rompers of little children are often badly soiled and may require hand rubbing, in addition to machine washing, to make them clean. Whether or not these garments are ironed depends upon the material from which they are made.

The baby's bedding should be washed with a mild soap, rinsed thoroughly, dried, and ironed if the particular piece requires it. As the child becomes older, his bedding may be washed with the family laundry. In this case, care must be taken that a thorough rinsing is given to remove all of the soap.

For your thinking and doing

1. Compare the procedures a mother or nurse you know follows in bathing a baby. How do these compare with those suggested in this problem?

2. Test water for the baby's bath by several methods, and evaluate each.

3. Make a plan for the care of an infant's clothing and bedding. Do the same for a preschool child.

4. Ralph is six months old. A scale has appeared on his scalp. What method might his mother use to get rid of the scale?

5. Orpha is six weeks old. How do the procedures for her bath now differ from those that will be used when she is two years old? When she is five years old?

6. The Fenner baby always has an unpleasant odor and people do not enjoy holding him? What may be reasons for this condition? How might this be remedied?

7. What is a reasonable standard of cleanliness for the preschool child?

Problem 7. How shall we clothe the child?

Frequently in the motion pictures or in a spoken drama the coming of a baby is announced by picturing the mother at work on tiny garments. Have you ever noted the sympathetic reaction that the little shirt or slip produced? People seem to attach to baby garments much of the charm of babyhood. The expectant mother may have great joy in planning and making clothes that will seem



The Mennen Company

Sometimes the vote is unanimous—the fewer the clothes the better!

lovely enough for her baby. Though there is much to be commended in this attitude, there is another phase to be considered. The primary function of the clothing is to protect the baby. In planning the baby's clothing, his well-being and comfort should be the first consideration. His clothes should be loose, light in weight, nonirritating, and easily cleaned. The number of garments should be sufficient to keep the baby clean and attractive, and should be so made that the laundering will be simple.

The baby's clothing should be given special consideration. The clothing of the baby is usually termed the "layette." Sometimes a mother makes the layette so elaborate and expensive that it would seem as if she regarded her baby as an object of display. In the well-planned layette the first dresses and slips are usually made 22 inches in length and are used until the baby begins to creep, when he is changed to rompers. The materials generally used for the first garments of the baby are muslin, nainsook, cambric, lawn, batiste, outing flannel, challis, and cashmere. The trimming should be simple and soft so as not to chafe or rub the baby's tender skin.



The Vanta Company

Clothes for the new baby should be simple, inexpensive, and easily laundered.

Many mothers prefer knit garments whenever these can be obtained.

A layette that would care satisfactorily for a baby's clothing needs is suggested. If a more elaborate one is desired, other garments can easily be added. The tendency now is to plan a simple layette including only the number of garments needed to keep the baby clean and attractive. Such a layette includes:

- 4-8 dresses
- 3-4 slips
- 4 shirts
- 3 abdominal bands for the first month
- 4-6 dozen diapers (gauze preferred)
- 3-4 nightgowns (long cotton knit)
- 4-6 wrappers (outing flannel)
- 3 pairs soft cotton hose

- 2 crocheted jackets or flannel sacks
- 1 coat or other wrap
- 6-8 knit wool "soakies"
- 1 cap or hood
- 3 small blankets for wrapping around baby
- 3 quilted pads

Often included with the layette are some articles used in connection with the baby's bed. A suggested list of these includes:

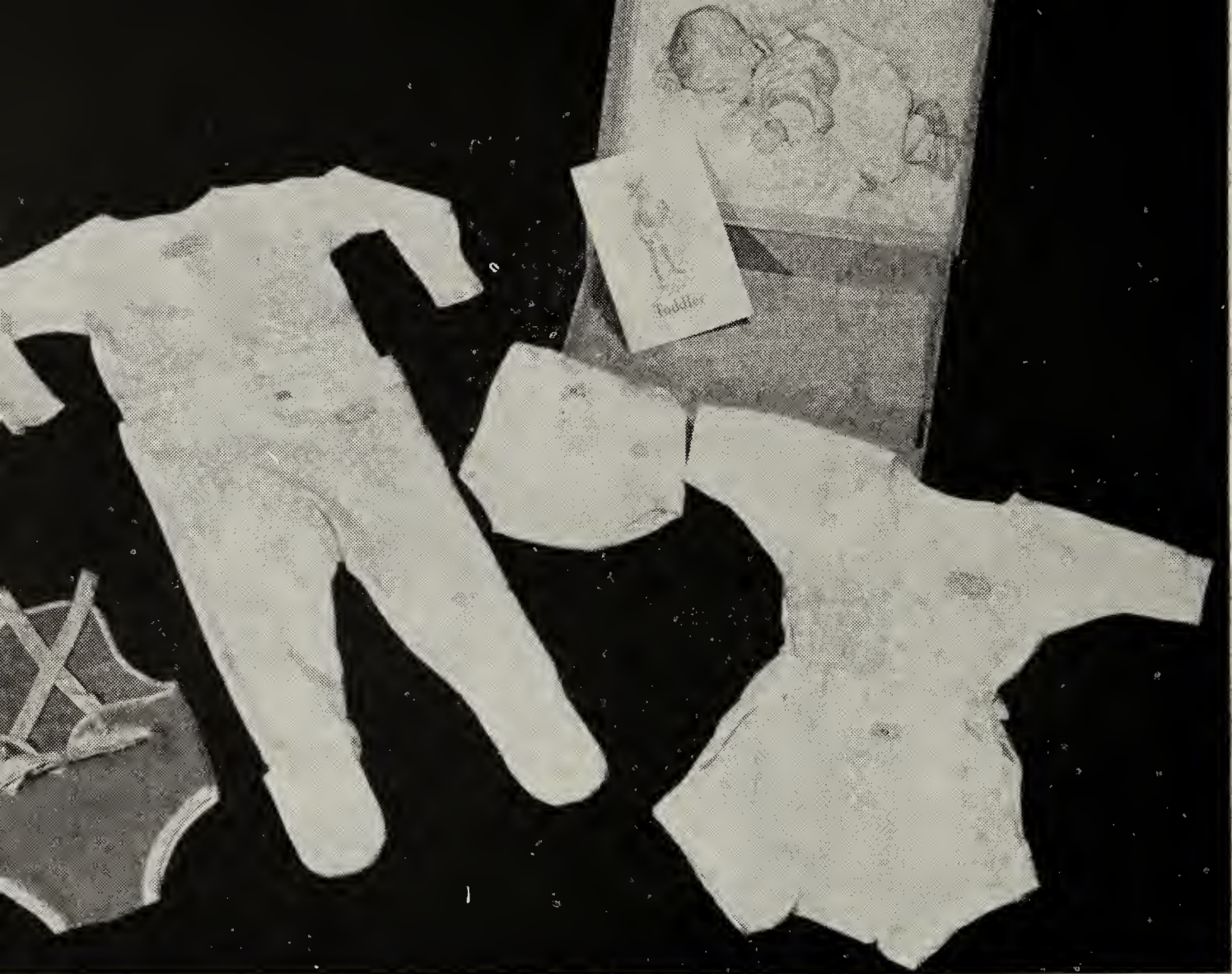
- 3 or 4 cotton or part-wool blankets
- 4-6 cotton sheets
- 1 rubber sheet or mattress protector
- 1 heavy cotton mattress cover
- 3 soft cotton washcloths
- 3 old soft towels

Sometimes a bassinet or clothesbasket is used for a bed for the first weeks. In this case, bedding will be necessary for the basket, in addition to that required later for the regular baby bed or crib.

The baby begins wearing rompers by the time he is five or six months old. Rompers permit more freedom in creeping than do dresses and also make for greater ease in keeping the baby clean. Rompers for this age baby should fit well at the shoulder and still be roomy through the body. They should be easily opened and fastened at the bottom to permit the baby to be on his stomach and to rise up on his hands. Rompers that have a large neck, cut somewhat low, and no collar are usually the most satisfactory. Side-opening rompers and the triangular, or oblong, flat ones, are best suited to the diaper age. Suitable materials for these rompers are broadcloth, percale, chambray, gingham, and similar soft and smooth cotton fabrics.

As the child becomes older other garments are added to the list. For these, much the same standards hold as did for his rompers and other clothing.

The preschool child's clothing should be carefully selected. Dresses, suits, rompers, play outfits, slips, shirts, panties, sleeping garments, sweaters, coats, and snow suits comprise most of the



The Vanta Company

Shown here are various garments which are suitable for toddlers of two to six years of age.

list of the preschool child's clothing. Whatever the choice, it should be made in relation to what is best for the child. His various activities and their relation to his development should be given the first consideration. Children's garments should always be simple, comfortable, attractive, and easily cleaned. For most garments cotton fabrics are best.

Children's garments should be attractive to the child, both in color and design. You have no doubt enjoyed watching a little girl admire her new dress. How interested she was in the kitten or rabbit which was embroidered on the pocket! How she loved the dress because it was pink or because it was green! Too small consideration has been given to the child's preferences in matters relating to his clothing. Often a mother takes the attitude that if the dress suits her it is the right one for the child.

The materials for children's garments should be inexpensive,

durable, and easily laundered. They also should be of smooth texture and comfortable to the skin, in order not to irritate or annoy the child. Perhaps you remember that at some time or other you had a *scratchy* wool dress or pair of hose which made you uncomfortable whenever you wore them. Such constant annoyance has a harmful effect upon any child's disposition.

Some helpful suggestions in selecting children's clothes are:

Children over three years should have garments with a front opening to make self-dressing easier.

All points receiving strain, such as crotch seams, plackets, and pocket tops, should be stayed and double stitched.

Raglan sleeves or kimono sleeves with a seam on the shoulder permit the greatest amount of freedom. Many summer garments are better made sleeveless to permit greater exposure to sunlight.

The legs of short garments should be straight or should have loose bands. If the bands are used, the length should be determined by the measurement of the child's thigh five inches above the knee.

One-piece garments should be generously long between the shoulder and crotch and wide enough in the crotch to assure freedom.

Buttons should be fairly large in size, and the buttonholes firm. It is a good plan to reinforce bands where the buttonholes are to be worked. The buttons should be sewed on firmly and have a long shank.

Garments to be ironed with an ironer should have closings heavily faced back on the side having the buttons, so that the buttons will sink into the cloth and go through the ironer without breaking.

The belt across the front and the belt on the top of the drop-seat should be divided at the side seams so the front buttons will not have to be unfastened to drop the back.

The color and proportions of the garment should suit the child.

The garments should provide the right kind of protection. Though the main purpose of children's clothing is to supply warmth and protection, it is not desirable that the child should wear a great amount of clothing. As a matter of fact, children



Baby Care Division, Bureau of Educational Services

Happy and comfortable, this child is ready for bed.

often wear too much clothing. Warmth does not depend upon weight but upon the insulation of air held between the layers of clothing and in the meshes of the fabrics. Thus two light, loosely woven layers of clothing are warmer than one heavy layer. It is unnecessary to burden children and restrict their movement by heavy garments. The temperature and weather should be considered in clothing children. If the day is warm, even if the date is December 24, the child need not be dressed as if it were 20 degrees below zero. Extra clothing should be provided for outdoor play and recreation, and the indoor clothing should be suitable for indoor temperatures. Sometimes mothers pay

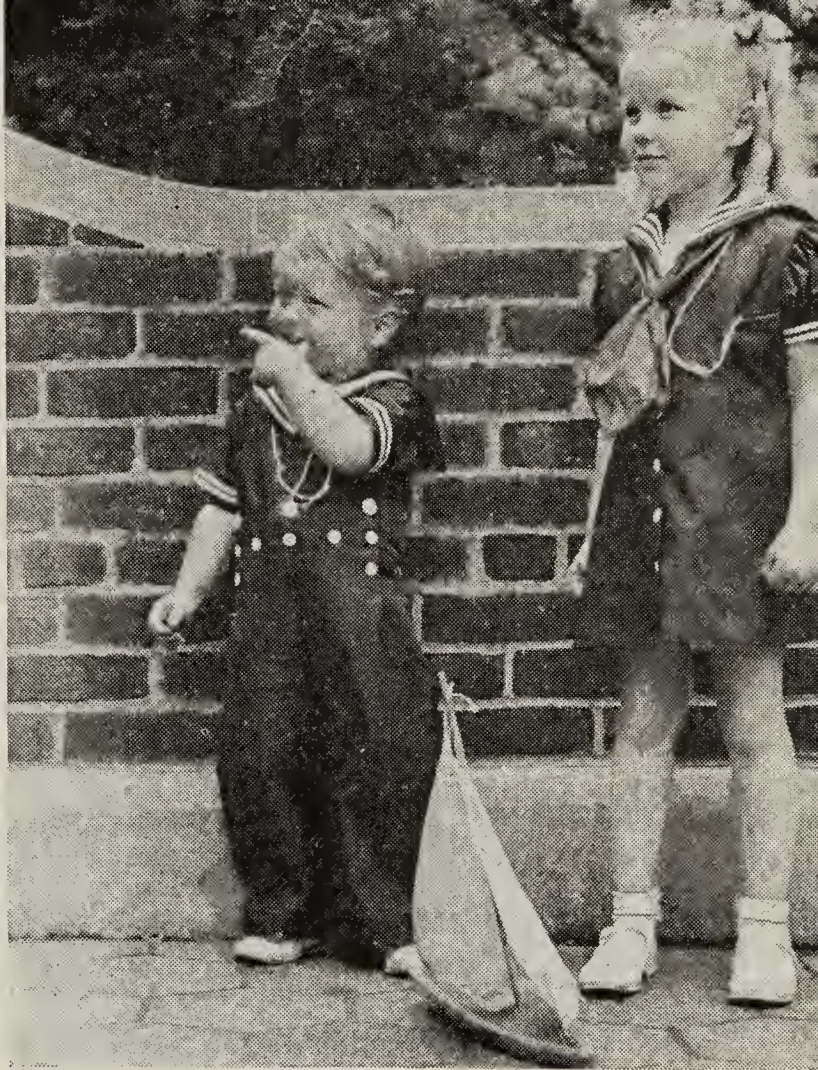
too little attention to this and fail to dress their children according to where they are. Bare legs and socks may be all right in the winter in a nice warm house, but protection is needed for out of doors. Perhaps on a very cold afternoon you have seen a mother wearing a heavy fur coat and leading a bare-kneed child, blue with the cold, down a city street. The season, the time of day, and the place alike make any benefit from such exposure highly improbable, even though the mother may say the child needs the health-giving rays of the sun. Furthermore, as the blood vessels are near to the surface of the knees, exposure here means the loss of much heat from the body of the child and a chilling that may be a health hazard to him.

Children should not wear wet shoes and hose. Therefore, rubbers and galoshes should be used in wet and cold weather so that

the child's feet may be kept warm and dry.

The garments should permit freedom of movement. The garments should be of such style and construction that freedom of movement is possible. This is true of both the day and night clothing. Any garment that restricts body movement should be discarded as unfit for the child. Frequently shoes are given too little attention and are ill chosen. The toes should be broad and square and the size should be at least one inch longer and one-half inch wider than the foot. The soles should be flexible, and until the child is eight or nine years old, only low heels, frequently known as spring heels, should be worn. Rubbers and galoshes that are too small may hurt the feet and be harmful to them. Hence their size should be carefully watched.

Clothing may restrict body movement if it is the wrong size or style. For this reason, a ready-made garment or pattern to be used in making a garment should be examined carefully to see if it is desirable from this standpoint. Frequently the size is wrong because care was not used in selection or because the child has outgrown the garment. In such case, if suitable alteration cannot be made, the garment had best be discarded. Points that should be given special consideration to insure freedom of movement in a given garment include the fit of the armhole and the sleeve, to be sure they do not bind; the length of the trousers' seat, to be sure it does not cut and rub; and the size of belts and elastics in the top and legs of panties and garters. If these are too small, they restrict circulation and hinder the child's movements. Children's



E. I. Du Pont de Nemours & Co.

Sailing a boat is fun, but twice as much in these brother-and-sister outfits.

garments and patterns for them should be purchased according to body measurements rather than age. It has been found that height and hip measurements give the most accurate means of sizing children's garments and patterns.

Garments should be so constructed as to make self-care possible. Have you ever taken a small child to the toilet only to be annoyed at the difficulty of getting his clothes unfastened? Have you ever spent ten or fifteen minutes trying to put a pair of overshoes on a youngster? If you have, you probably decided that clothing for children needed much improvement before it was convenient for anyone. We call a child helpless, and sometimes scold and punish him for soiling his clothing, and yet do not do as much as we should in the way of helping him care for himself.

Clothing planned for self-help encourages the child to dress himself. The neck and plackets of the dress or suit are large enough to make the garment easy to put on. Buttons are used only where necessary. Those used are at least one-half inch in diameter with buttonholes one-eighth inch larger than the buttons. Zippers are an aid to self-help if they are properly placed in the garment so that no threads or raw seams get caught in fastening and clog the zipper. They should be so placed that the child can manage them. Front zippers are particularly easy for tots to manage. Trousers and panties on elastic are aids to self-help in meeting toilet needs. One-piece suits with a let-down seat that a child can manage himself are especially desirable garments. Buttons should be limited to the number absolutely necessary and should be so placed that the child can reach them easily.

Some college girls, after working for several months with the children in a nursery school, decided that little of the clothing worn had been constructed with the self-care of the child in mind. This important item should be considered when planning the clothing for children.

For your thinking and doing

1. Plan a layette to cost not over \$8; plan one to cost not over \$15. How do the plans for these layettes differ?
2. Assemble garments and pictures of garments for different age

preschool children. Evaluate the desirability of the various garments.

3. Make a list of rules for various garments for children as rompers, playsuits, underwear, dresses, snow suits, and shoes.

4. Make a clothing budget for one year for a preschool child not to exceed \$25. Decide what a mother might do to keep within this amount.

5. Compare the prices of ready-made garments for little children with the cost of similar garments made at home.

Problem 8. How can we safeguard the child's health?

Good health is an essential for every child and is his most precious asset. Good health will always be his greatest protection against disease and illness. The health of an adult is determined to a large extent by his state of health as a child. A healthy child has a much greater chance of being a healthy adult than does an unhealthy child. Health depends much more upon the individual's environment than it does upon his heredity. This means then that influences without have an important part in determining the child's condition of health. His parents and the community are quite largely responsible for the things that affect his health. All need to view the problem of health from the standpoint of what it means to the child and his family and also of what it means to the community. Since the child is in no position to establish a state of good health by himself alone, others must help him in the matter.

Good health habits are a protection. These should be started from the first day of the child's life, when he is put on a regular schedule of living, and should be continued on into adult life. He should have a well-planned diet every day that includes the essential foods in the right amounts, and his meals should come at the regular time in his schedule. Many of the diseases of children are the result of the deficiency of certain foods in the diet. Thus scurvy is caused by a lack of vitamin C, rickets from lack of vitamin D, and anemia from a lack of iron. Such diseases are best prevented and cured by including in the diet foods rich in these foodstuffs. He should have his full amount of sleep, day and night, with no exceptions being permitted. He should have his play and



Sharp & Dohme, Inc.

Every child needs competent medical attention.

exercise daily in the sunshine, according to his age and development. He should be kept reasonably clean and should have regular habits of elimination. Good health is built upon good health habits, and the forming of them is a most important measure in child care and development.

Frequent checking of the child's health is desirable. Even though a child looks well and shows no evidence of illness, he should have regular health examinations. For the baby, a complete examination at birth, one at the end of the first month, and four others during the first year are recommended. After that, two complete examinations each year should be the rule. This makes possible the detection of an early sign of trouble that the parents would not be able to recognize. Beginning at the end of the second year, the child should also have a dental examination twice a year. This is an important measure in the protection of the

child's health. Since weight may be an indication of the state of health, weighing should be done frequently. During the first six months the baby's weight should be taken once a week; during the second six months, once every two weeks. After this and until he starts to school, the weighing should be once a month. It is well to check the child's height from time to time. This is usually done less frequently than the weighing. After the first year, measuring his height every six months is usually sufficient.

From the start the child should be helped to realize that these various checkings are a part of his routine of living and should be encouraged to be cooperative in them. Most of these are procedures that he will need to follow in some form throughout his life.

Direct exposure to sunlight is a protective measure. For this reason a child should spend some time in the sunshine every day. If you have ever been in a large city, you probably have noticed the numerous baby carriages that crowd the parks. Or perhaps in your own town you have seen a baby sleeping or playing in his carriage, on the porch, or in the yard. You may have wondered why all of these babies were out of doors instead of in the house.

The mothers of these babies know the importance of sunlight, and faithfully wheel their babies out into the air every day. Sometimes the babies are closely bundled; sometimes, though the face and hands are exposed to the air, the carriage hood is adjusted so they are protected from the rays of the sun. If the child is to profit by his outing, the mother needs to understand clearly the difference in benefit between exposure to sunlight and exposure to fresh air. Of course, fresh air is beneficial to the baby, but it in no way accomplishes what exposure to sunlight does. Scientists have been able to take a picture of sunlight or rather a picture of the length of rays that make up sunlight. They have found that sunlight is composed of various rays, some of which furnish heat; these are termed infrared rays. There are others that furnish us with visible light, and still others which are known as ultraviolet rays. The ultraviolet rays are those which enable sunlight to kill bacteria. This fact alone interests us in these rays. In addition to this, they have a definite effect of increasing the resistance of a person to infection. Last but not least, the ultraviolet rays have been shown

to be an effective means of preventing and curing rickets. The amount of these rays in the sunshine varies at different times of the year, depending on several factors.

The height of the sun in the sky definitely affects the amount of these rays. If the sun is sinking in the west, the rays must pass through a greater distance of our atmosphere, and much of the ultraviolet light is removed. So a mother who wheels her child to the park to secure the benefit of the ultraviolet light for him will plan to expose him to the sun's rays near the middle of the day, but of course will guard him from sunburn. It is impossible to give the exact time, as the seasons also affect the quantity and intensity of these rays. For instance, in the northern part of the United States there is only one-tenth as much ultraviolet light in the noonday sunlight of January as there is in that of July. Have you ever noticed how the smoke which hangs over a large city shuts out the sunlight? You will be interested to know that the part of the sunlight that is shut out by dust and smoke is largely the ultraviolet rays. In some sections it has been found that as much as 85 per cent of these essential rays are screened out by the smoke, dust, and moisture that hang above a city.

As there are so many things that may lessen the availability of these health-giving rays, it is important that mothers understand what the sunlight really means to us and how we can obtain its magic gift. In order that the body receive benefit from the sunshine, the rays must shine directly upon the skin. Clothing and ordinary window glass alike screen out the rays that are health-giving. Knowing all of this, many mothers have attempted to obtain exposure to the ultraviolet light for their children by having them wear sun suits during the summer months, which of course is a wise measure. They also give them cod-liver oil from their first months, thus providing them with "stored sunshine."

Protection against communicable diseases should be given. Communicable diseases that children frequently have are measles, whooping cough, chicken pox, scarlet fever, mumps, diphtheria, and perhaps others. Because of this they are frequently called "children's diseases." People formerly regarded these diseases as necessary evils which children had to have at some time or other and

often assumed the attitude that "the sooner they had them, the better it will be." This attitude no longer prevails. Most parents do everything in their power to prevent their children having any of these diseases. It is no longer customary, as it once was, to expose children unnecessarily to them, for these diseases are considered as a grave menace to all.

These diseases, in a virulent form, are dangerous in themselves. Practically all of them are directly responsible for the deaths of many children, but the greatest hazard lies in the aftereffects, which are often extremely serious and dangerous. A large number of these diseases often occur in a light form. Because of this, parents do not give sufficient attention to the care of the children at the time of illness nor during recovery to prevent serious after-effects. Though some people consider measles a trifling disease, it is really one of the most serious diseases of childhood. Pneumonia or tuberculosis frequently follows whooping cough, and chicken pox sometimes leaves scars and disordered glands. Scarlet fever, even in its lightest forms, may leave serious heart disease, weakened kidneys, or defective vision and hearing as its damaging aftereffects.

During the attacks of such diseases, even though in a light form, careful medical attention is necessary. Complications are more apt to follow a mild disease that is neglected than a severe case that receives good care. Frequently parents feel that unless a child is very ill it is a waste of money to have a physician. This is an erroneous idea. The outcome of an infectious disease is never certain, and complications may arise at any period of the infection that may result seriously and that might have been prevented had proper care been given. When a child becomes ill, he should be put to bed and isolated from other children. This should be continued until the nature of the disease has been determined. If it proves to be communicable or contagious, the family members should willingly and cheerfully submit to quarantine, thus doing their part to prevent the spread of the disease.

Every child should be vaccinated for smallpox. He should also be made immune to diphtheria or other diseases, as recommended by the physician. Science is making advances along this line all of

the time. The following schedule indicates the ages for immunizing a child:

Smallpox	3-12 months.
Re-vaccination	6 years; 12 years.
Diphtheria	6-9 months; as needed.
Schick test	{ 6 months after immunization. 6 years; 12 years.
Whooping cough	8-10 months.
Scarlet fever	after 18 months.
Tetanus	2-6 years. Sometimes combined with diphtheria immunization.
Typhoid fever	after two years, and every three years thereafter.

Parents should have an immunization record for the child. Many physicians have a card for this purpose.

The community requires that children be sent to school. It should protect them, therefore, in every way possible from the ravages of these serious diseases by excluding from the school sick and exposed children, who may become carriers of the disease, until the period of infection is past.

The community is responsible for the control of these diseases through its regulations of sanitary and hygienic conditions—especially through its rules of quarantine. The home should cooperate with the community in its warfare against these diseases, and should express disapproval of any failure to obey the laws.

For your thinking and doing

1. Formulate a set of health rules for children. Indicate when a child should begin following them.
2. Report to class a summary of a talk with a physician or nurse about some of the so-called “diseases of children” and their dangers.
3. Evaluate the regulations to control the so-called “diseases of children” in your community; in your state. How do these regulations differ?



Photo by Betty Truxell for Friends magazine

Proper care of young children means seeing that they receive plenty of fresh air and sunshine. A healthy body helps ward off disease.

4. Report recent developments in immunization for the prevention of children's diseases.

5. Plan an immunization record card for home use.

6. Modern doctors recommend that you "wash your hands before touching a baby." In one family where older brothers and sisters are required to do this, the baby avoids all children's diseases. Explain the rule and why it is very effective when followed.

7. Six-year-old Lana had the measles. As she was not very sick her mother did not call a physician. Neither did Lana stay in bed. Several weeks later she developed an ear infection which caused a long illness. What might have been the cause of this ear trouble? What procedures should her mother have followed when Lana became ill with measles? Did the mother show good or poor judgment in the matter? Why?

Unit Activities

1. Figure the cost in your community of having a baby. Figure the cost for the baby's first year.

2. Make a bed for a baby out of a market basket.

3. Make bedding for a baby's bed.

4. Make toys and play equipment for a young child.

5. Assume the responsibility for the care of a young child for a given period.

6. Plan and fix up a playroom or nursery for a young child.

7. Prepare and care for the food of a baby or preschool child for a given period.

8. Wash and iron the clothing of an infant for a definite period of time.

9. Bathe and dress a small child daily for a definite period of time.

10. Put a small child to bed daily for a definite period of time.

11. Make a number of garments for a baby or preschool child.

12. Care for a baby or preschool child on Saturday for a given period or for a certain number of times.

13. Care for a baby or preschool child during church service for a mother for several Sundays; or help organize in your church a "church nursery" to care for babies during the service.

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Gerber Products Company

Unit 11 . . . How the Child Develops

THE *how* and *why* of the way we grow always interests us. As little children we asked, "Why is daddy so tall?" "Why is baby so tiny?" Now as we are older we ask, "How tall do you think I am going to be?" "Do you think I'll be short and fat like Aunt May?" From our *Alice-in-Wonderland* days until now we have the idea stuck in our minds that, maybe, through some magic our growing might spurt up or pull down in a dramatic sort of way. Actually our growth will follow much the same pattern as we have observed in others.

We grow and develop physically until in the middle twenties,

and then we reach a relatively stationary period. All body organs do not develop at the same rate, and so at a given time a person may have reached his growth in one respect and not in another. Mental and emotional development and the power to learn continue practically throughout life. The span of growing is commonly divided into periods: infancy—from birth to one year of age; preschool—from one to six years; school—from six to twelve or fourteen; adolescence—from twelve to twenty or thereabouts; and adult life. During these periods there will be both physical, mental, and emotional development. At first this growth is very rapid and often can be noted from day to day. Later the process slows down, and changes require a longer period of time.

The preschool period, including infancy, is probably the most important, although it is the briefest. Its length in no way shows its relative significance. Some of the reasons for the importance of this period are:

1. The period is one of rapid and intense growth.
2. The foundation of health, mental growth, and social adjustment is laid during this time.
3. Malnutrition is greater at this age than at school age.
4. Many defects and handicaps, often preventable, occur during the first six years of the child's life.
5. The preschool child is highly susceptible to infection.
6. One-third of all the yearly deaths in our nation occur during the preschool period.

Often the importance of the preschool period is not realized and children are more likely to be neglected at this time than at any other. The helpless baby requires, and may even demand, a certain amount of care. The toddler and older preschool child who can get around and do some things for themselves may easily be slighted.

The florist knows approximately the time it will take for each kind of seed to come to the date of the first bud and the time of flowering. Through this knowledge of the laws of plant growth, he is able to supply us with the poinsettia at Christmas and the lily at Easter. There are similar laws for the growth of the child which proceeds according to a definite pattern.

Problem 1. **What are the indications of normal physical growth?**

One of the best ways of knowing that physical growth is normal is a rather steady gain in weight and height. Sometimes a child grows very rapidly in height without a like gain in weight, or he may increase his weight greatly and make little or no gain in height. Neither of these is considered normal growth. Usually when the child's development is one-sided, there is something wrong with his nutrition or other body processes. Increases in height and weight are closely related and one should not proceed long without the other. Continued failure to gain in either height or weight or in both should concern parents and be reported at once to the physician. The growth impulse is very strong in children, and they tend to grow some even under adverse conditions. However, they make the best growth when the environment presents favorable conditions. Studies show that the growth of children is influenced not only by family diet but also by relations within the family, income, housing, and the education and cooperation of the parents. All children do not make exactly the same growth. Even when children are in a highly desirable environment, there may still be differences in their growth. Heredity plays a part. Some children will be small, and some large; some will be short, and some will be tall. Family and racial characteristics thus have an influence on the rate of growth of members of the family group. Generally speaking though, an infant doubles his weight by the time he is six months old and trebles it by one year. By his sixth birthday he will be one-half of his full-grown height.

A growth record of the child is considered the most desirable method of judging the gain in weight and height. This is done by recording on special record sheets the child's weights and the height measurements taken at regular intervals. Then on a weight chart sheet a line is drawn from the last weight to the present one. Thus is formed a weight curve which gives a good picture of the child's gain. The curve should make a smooth line with a gradual pointing upward. A height curve is made in the same way but is less used, as growth in height is slower and not as discernible as in weight.

Growth Record

1 TO 6 YEARS

Weigh the child every 2 months until he is 2 years old; then every 4 months. Measure him twice a year.

Name _____ Date of birth _____

Date			Age	Weight	Height	Date			Age	Weight	Height
Mo.	Day	Yr.	Yr. : Mo.			Mo.	Day	Yr.	Yr Mo.		
			:						:		
			:						:		
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Weigh the child without shoes or outdoor clothes. When this form has been filled write for another to the Children's Bureau, Washington, D. C.

In the space below note any severe illnesses, operations, or accidents, with date of each. U. S. Children's Bureau chart

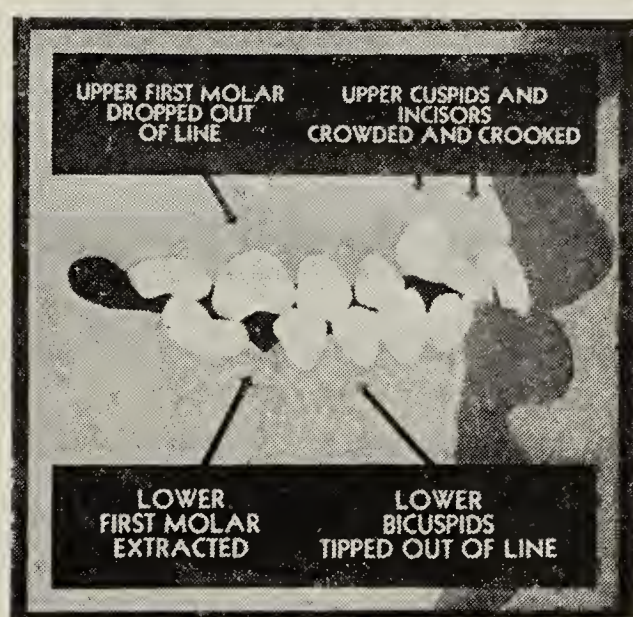
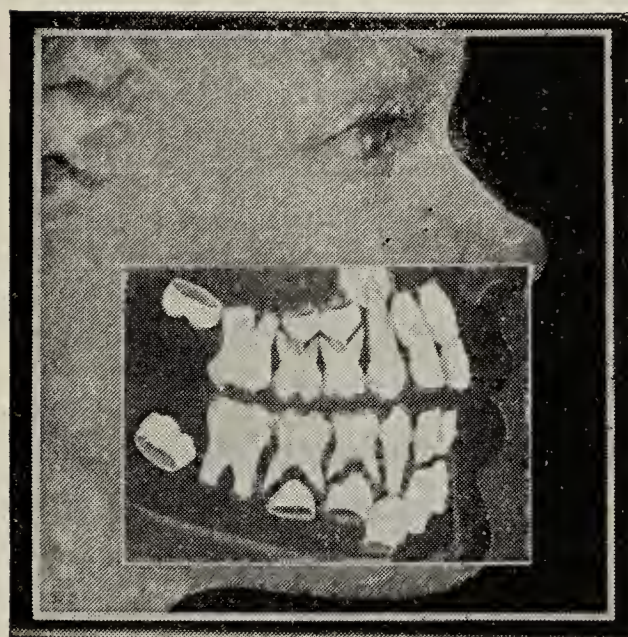
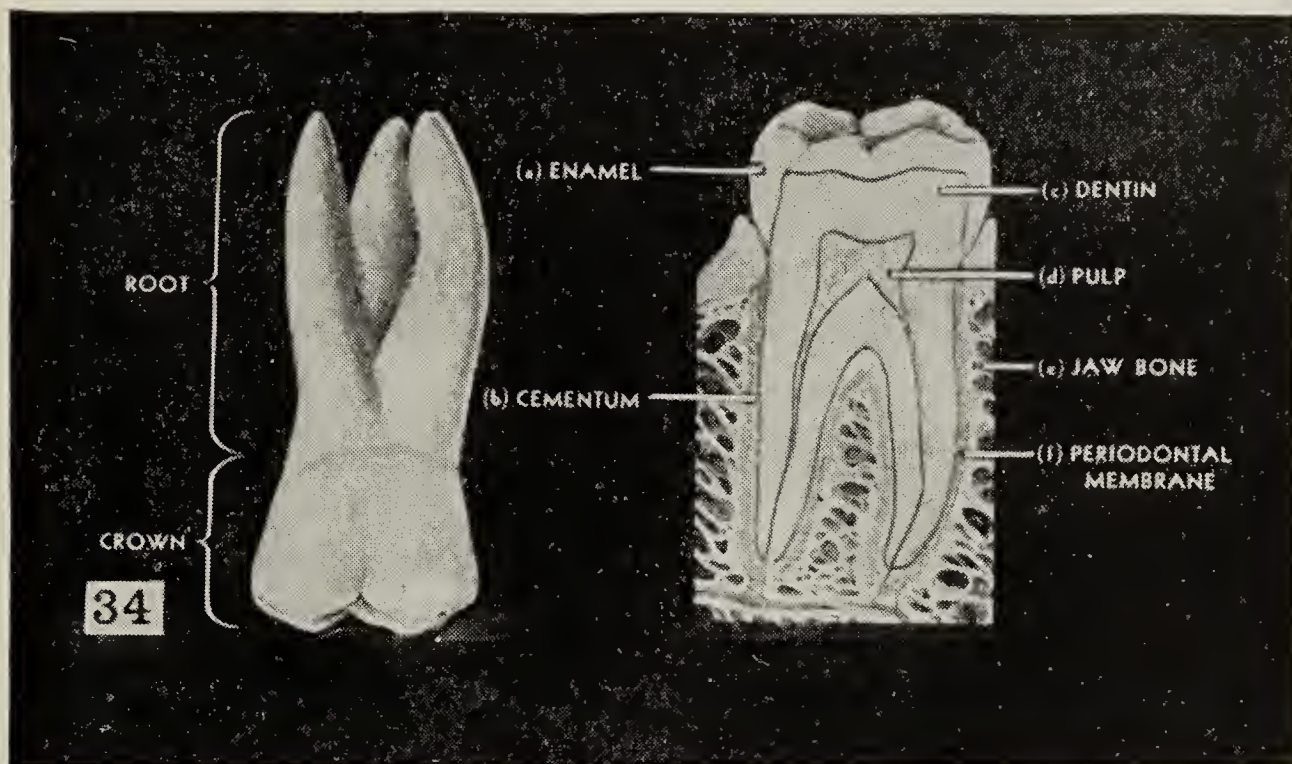
Watching a child's progress by keeping a growth record and making a weight curve on a weight chart is more satisfactory than the old method of judging from the height and weight tables for different ages.

In keeping a growth record it is well to weigh the child every week during his first six months. If this is not possible, he should be weighed every two weeks. Then he should be weighed every two weeks for the second six months. After that, and until he starts

to school, he should be weighed once a month. His height is measured less frequently, every three or six months. Growth record forms and charts for use from birth to sixteen years can be obtained from the U. S. Children's Bureau. Such records of the child are most helpful to the physician when he gives the child a health examination.

Certain muscular and skeletal control is an indication. If you have watched a baby develop, you have noticed how gradually he gains control of his muscles and framework. At first his arms and legs move irregularly and aimlessly in all directions. Soon he learns to reach for an object and hold it. Later he is able to put his toe in his mouth; soon he is pulling himself up to a chair; and then, before long, he is walking. A child who lies very still and makes no effort at exercise that leads toward controlled movements is not developing as he should. Generally speaking, the normal growing child from four to six months, pushes with his feet, turns over, holds his head erect, and kicks vigorously. The normal child from six to eight months sits alone; picks up and handles objects as rattles, spools and dolls; and creeps. The normal child from nine to twelve months pulls himself up to a standing position, begins to do things with blocks, and may stand or even walk alone. At eighteen months the child is walking, and at two years running everywhere. By this time he can put on his shoes and at five to six years is able to tie them. He washes himself at three to five years and buttons his clothes at four years. These are all definite indications of his physical growth. The list is not complete, of course, but it includes some of the most commonly learned activities. Anyone with a child to watch will find it interesting and profitable to keep a diary of his development.

The eruption of teeth indicates growth. Parents and friends are usually eager to discover the first tooth in the baby's mouth, and when the discovery has been made, there is much rejoicing and excitement. The appearance of this tooth is another indication of growth and it, too, has its time for appearing. The baby's first set of teeth are twenty in number and come through the gums from the sixth month to the thirtieth. Between the sixth and twelfth years these teeth are lost and the permanent teeth take their place.



American Dental Association

Top, the structure of a tooth; bottom left, permanent teeth soon crowd out the baby teeth; bottom right, the beginnings of crooked teeth come early.

The beginnings of both sets of teeth are formed in the child's mouth while he is still growing in his mother's body. It is important, then, that the mother have the foods needed for the formation of these teeth before the child is born. It is also important that the child continue to have these foods at least throughout his growth period.

The two central lower incisors, which are the two central cutting teeth on the lower jaw, appear at four to six months. The upper



This appealing little girl is a picture of health.

incisors and the other two lower incisors appear at eight to twelve months. The first molars, or grinding teeth, appear at twelve to fifteen months, one on each side, above and below. The upper and lower canines, frequently called the eye and stomach teeth, appear at eighteen to twenty-four months. The second four molars appear at twenty-four to thirty months. The third four molars, called the "six-year molars," which are the first permanent teeth, appear at five to six years. The next set of permanent molars appear at twelve years, and the last set, commonly termed the wisdom teeth, appears at about eighteen years of age. The child normally loses all of his baby

teeth between six and twelve years. Sometimes children are late in cutting their teeth. When this occurs the cause is commonly traced to a lack of bone-building minerals and important vitamins in the mother's diet during pregnancy or to a lack of these in the child's diet during infancy.

Good health is an indication of growth. In fact, good health is probably the best indication of normal development in a child because a healthy child is a growing one. He gains steadily in weight and height month by month. He looks well and feels well. He has a good color; his eyes are bright; his skin is smooth; his muscles are firm; and his body is straight and strong. He is active, energetic, and alive. His appetite is good and he eats without persuasion. He sleeps soundly and awakens ready for action. His elimination is regular and thorough. He is contented in spirit and generally happy. There is no need to ask a little child if he feels well, for he tells you that by his appearance and actions.

For your thinking and doing

1. Find out from your mother or from your own baby book how much you weighed when you were born, and how long was required for you to double your weight. Find out also when you cut your first tooth, when you first sat alone, and at what age you first walked alone. Compare your findings with those of other class members.

2. Select a period in the life of a baby or preschool child and state the physical development that the child should have at this age.

3. Weigh and measure a baby or preschool child and record the figures on a record sheet.

4. Make a list of the indications of poor growth in a baby or a preschool child.

5. To the parents of two-year-old Sandra give your explanation of how they could know if she were making normal physical growth.

Problem 2. What are the indications of normal mental growth?

At one time it was thought that vigorous mental growth would be accompanied by small physical growth and that a high mentality was always housed in a weak body. Science has proved the error of such belief. We know now that the physical and mental growth of the child go hand in hand, and separation of the two is difficult. For each period in physical development there is a corresponding stage in mental development. Thus twelve to eighteen months, the normal time for the child to walk alone, is also the normal time for the child to say his first three or four words. For most of the indications of physical development are likewise indications of mental development. Eruption of teeth, muscular control, and all motor activities are indicative of both mental and physical growth. There are, however, certain indications of mental development that do not have this close relationship.

Just as parents are interested in the indications of the physical growth of their children, so they are interested in knowing those of mental growth. Though certain indications of mental development generally occur at a given age, exceptions do occur. Although low mentality may frequently be discovered in children at an early age, a child should not be judged to be of low mentality because



By permission of The American Home magazine and Elizabeth Lee Schweiger

This little fellow is learning how to solve a problem in higher mathematics.

imitating movements. By nine months he can “patty-cake,” and by twelve months he can wave and say “bye-bye.” By two years he is imitating his parents in some of their common ways and expressions. Later on, his play repeats many daily living activities of his parents. Throughout his preschool years this imitation increases markedly. A little child spends a large part of his time acting out things he has seen his parents doing—often things he was not supposed to notice.

Language development shows mental growth. Between six and nine months the child has discovered his voice and makes such sounds as “ma-ma,” “da-da,” and “ba-ba.” By one year he understands such simple statements as these, when spoken clearly and slowly and repeated several times: “Shall we go bye-bye?” “Where

he is somewhat backward in some of the general indications of mental development. Other facts are necessary concerning his physical and mental state before such a judgment is made. A child of normal or even superior intelligence may be slow in his mental development for a number of reasons. He may be fearful or timid in his efforts; he may have no motive or need for putting forth the effort; or his interest in one line may be so great as to limit it in other lines. Illness may have hindered his development.

Imitation is an indication of mental growth. This begins fairly early in the child’s development. Between three and six months he may begin imitating sounds and by six months begin



Consumers' Guide

Choosing just the right doll is taxing work—but good experience in making decisions.

is baby's doll?" He can also say several simple words, perhaps three or four, and use them correctly. Generally, the language development from twelve to eighteen months is very slow. No doubt this is because the child's increased motor activity and development take his attention away from extending his vocabulary. After eighteen or twenty months the language development proceeds much more rapidly and continues on far beyond the preschool period.

Social and emotional development are further indications of mental growth. As early as four months the baby recognizes his mother and others who give him care or attention. At this time he begins to smile back and laugh aloud at people. By nine months he likes certain objects and reaches for them and realizes he has hands and feet that he can direct for his own use. From nine to eighteen months he extends his love of himself to others—his mother and

those who care for him. He also begins to have a feeling of possession toward certain things. He recognizes a particular toy, a cup, or a bedcover as belonging to him. At this time some realization of being a part of his family may appear. His social and emotional development is rather rapid as he has contacts with other children and learns to be a member of the group. This development, too, continues far into adulthood.

Many interesting studies on the mental growth of children have been made. Perhaps you have been wondering how the scientists have learned about the mental growth of the child, when it is so difficult to study and measure. Facts have been collected by observing and measuring a large number of children. These studies are still being carried on in various parts of the United States, and every day more is being added to our knowledge of the infant and preschool child.

Dr. Arnold Gesell, at Yale University, for many years has studied large numbers of preschool children for extended periods of time, and thus has obtained much definite information regarding standards for normal development. From this he has made development charts or schedules for children of one to three months, four months, six months, nine months, twelve months, eighteen months, two years, three years, four years, and five years. These have served as guides to parents in a better understanding of their children.

Some years ago Dr. Lewis M. Terman, at Leland Stanford University, made an extensive study of gifted children, by which is meant unusually intelligent children. Nearly two thousand children were involved in this study. His findings gave much information in regard to the relation of physical and mental development of children. Some of these were:

1. Gifted children weigh more at birth—the average difference being three-fourths of a pound.
2. Gifted children learn to walk one month earlier than the average child, and to talk about three and one-half months earlier.
3. Gifted children show superior ability at a very early age.

4. Gifted children are in much better health and physical condition than the average child.
5. Gifted children of nine years know more about plays and games than the average child of twelve.
6. Gifted children show more versatility in information and school activity than the average child.

Of course there were exceptions to the observed "trends" in his study, but these findings held true for most of the children in the group. During the eighteen years that followed the study Dr. Terman kept track of these children. At the end of this time he reported that, everything being taken into consideration, these "gifted children" were still getting along better than the average. These studies and many similar ones help us to understand better the growing child and enable us to make possible the conditions which are best for his development.

When a child is behind in his mental development, the parent should seek the help of a specialist. Retarded mental growth is not always a result of heredity. Sometimes a defect is due to some condition that can be set right. Should examination disclose that the defect cannot be remedied and that the child is physically handicapped, as deaf or mentally defective, steps should be taken early to place him in an institution established for the care and education of such children. The child can then be given the type of education best fitted for him. This is not provided in the regular schools.



National Dairy Products Corporation

Pets of your own help you to express kindness and to carry responsibility.

For your thinking and doing

1. Find out from your mother or baby book at what age you first talked. How does this compare with the age at which you walked? At what age did most of your classmates first talk?

2. Name the first event in your life that you can remember. How old were you at the time?

3. Report the indications of mental growth that you have noted in a baby or preschool child.

4. Select a period in the life of a baby or preschool child and state the mental development that the child should have at this age.

5. Make a list of indications of retarded mental development in a child. Suggest possible causes for such backwardness and procedures for parents to follow regarding the child.

6. Tell how you would explain to four-year-old Tom's parents how they can know that his mental growth is proceeding as it should.

Problem 3. How can the formation of good habits be encouraged?

Have you ever heard anyone say, "Man is a creature of habits" or "The child is a bundle of habits"? Perhaps you wondered what was meant. These are merely different ways of expressing the importance and influence of habits. What is a habit? If you were to look in your dictionary, you would find a definition something like this: "A habit is tendency toward an action which by repetition has become easy to do, spontaneous, or even unconscious." You may have a habit of speech, a habit of study, or a habit of courtesy that characterizes you. Your friends readily recognize your voice or your footsteps because you habitually speak or walk in a certain manner. If you were to begin with your waking in the morning and write down the activities that you have done so often that they have become "easy to do, spontaneous, or even unconscious" your list would be long. Because so many of these activities have become "spontaneous or unconscious" they require no special attention except to start them. You are able to dress yourself, hum a tune, and observe activities on the street all at one time. A two-year-old child can do only one of these things at a time. He must give it

his close attention. Habit has not as yet made these processes mechanical with him. He cannot perform them without giving thought. It is very necessary that we learn to carry on many activities without thinking about them if we are to be efficient persons.

Habit formation plays an important part in our daily living and the progress that we make. The formation of habits begins as soon as the child is born, and proceeds so rapidly that it is difficult to distinguish between those things that a child of one year does instinctively and those things which he has formed the habit of doing. His first habits are concerned largely with his physical needs. Later he develops habits related to his mental and social needs. In both cases, good or bad habits can be formed according to the methods used by those caring for him. Since childhood is the most easily influenced period and the type of habits formed so important, it is essential that the right kind of habits be established in these early years. Many years ago Dr. William James, in his famous essay on "Habit," made the following statement concerning the importance of habit formation, which still holds true today:

The hell to be endured hereafter, of which theology tells, is no worse than the hell we make for ourselves in this world by habitually fashioning our characters in the wrong way. Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct while in the plastic state. We are spinning our own fates, good or evil, and never to be undone. Every small stroke of virtue or of vice leaves its ever so little scar. The drunken Rip Van Winkle, in Jefferson's play, excuses himself by saying, "I won't count this time!" Well! he may not count it, and a kind Heaven may not count it; but it is being counted none the less. Down among his nerve cells and fibers molecules are counting it, registering and storing it up to be used against him when the next temptation comes. Nothing we ever do is, in strict scientific literalness, wiped out. Of course, this has its good side as well as its bad one. As we become permanent drunkards by so many separate drinks,

so we become saints in the moral, and authorities and experts in the practical and scientific spheres, by so many separate acts and hours of work.¹

There are two important laws of habit formation. These are called the law of exercise and the law of effect. The law of exercise states that a habit is formed through repeating an act. This law is well illustrated by the fact that a habit may be formed in a young child when he has repeated an act no more than three times. You may have known of a child who, after learning to walk quite well, became ill and was confined to his bed for many weeks. On his recovery it was necessary for him to relearn how to walk. The habit once formed was lost through the lack of exercise. The law of effect states that a habit is formed much more readily when an act gives the person pleasure, so that he likes to do it, and enjoys repeating it. Have you ever picked up a rattle that the baby had tossed to the floor, only to have it thrown down again and again? The child had pleasure from your attention and from the jingle of the rattle and soon formed the habit of throwing it. A baby soon forms the habit of crying for things when he finds that his wails bring him what he wants.

Good habits should be encouraged. Sometimes parents expect a child to form habits merely by telling him to do a thing. Frequently you hear a mother say, "Now be good," "Don't be noisy," or "Be a nice boy." Such attempts at habit formation are useless. What is meant by "Be good" or "Be a nice boy"? Too often these commands mean "don't bother mother." Neither the mother nor the child understands just what is to be done. Lacking understanding, the child has no basis for forming a habit and has no incentive to lead him. Good habits cannot be produced this way. When the formation of a good habit is desired, the child should know exactly what is to be done, he should be given opportunity for repeating, and he should experience some pleasurable effect with the doing. The acts of children considered good and desirable should have commendation. Through encouragement, children may be led to continue desirable practices until they become established habits.

¹ William James, *Habit*, Henry Holt and Company, New York.

Bad habits should be prevented. Habits are so easily formed and are broken with such difficulty that preventing the formation of bad habits is one of the responsibilities of the home. From the beginning of the child's life, his habits should be watched with care. Crying at night, irregular feeding, bed wetting, thumb sucking, outbursts of anger, and dishonesty are some undesirable habits. Many such habits are formed by children because of the indifference of parents to the child's development. Children frequently become serious social problems as a result of bad habits formed early in life. In preventing the formation of bad habits and also in their breaking, the laws of exercise and effect should be understood and applied just as they are used in the forming of good habits. Frequently a habit that

gives pleasure to the child may be substituted for the undesirable one. For example, a three-year-old child who had the habit of putting buttons and hooks in his mouth was shown a brightly colored box and began a game with his mother to put every button and hook found into the box. The result was the substitution of a good habit for a dangerous one.

Habits formed in childhood have far-reaching effects. They go a long way in determining the type of person the individual finally becomes. Many times these habits are the result of the child trying to behave as he has seen his parents behave.

There is an old adage that runs something like this, "Let the



Georgia Agricultural Extension Service

Watching the gosling's droll strut is almost as amusing as a trip to the zoo.

child run until he is six, and you can never catch him." There is also a group of people who say, "Give us the child the first seven years of his life, and you may have him for the rest." These statements voice the far-reaching effect of habits formed in childhood. Frequently you hear grownups say, "I just can't do this or that, because I never formed the habit when I was young"; or, "I do this because we always did it at home." Thus they indicate the influence which their home habits have upon them. This does not mean that changes cannot be made in habits after our childhood days are past, because they can be changed at any time we are willing to make the effort. However, it is much more difficult to change our habit pattern when we are older than it is to form new habits when we are young. A study of our habits would undoubtedly show that many were formed before we ever went to school.

For your thinking and doing

1. How would you proceed in helping a young child to form a good habit or break an undesirable one? What use would you make of the law of exercise; of effect?

2. Which of your habits were formed when you were a little child? Which were formed recently? Which habits would be the hardest habits to change? Why?

3. Tell how some mother helped her baby to form a good habit.

4. Jennifer is three years old and refuses to go to bed unless her mother goes with her. When another procedure is followed she screams, yells, and makes quite a scene. What are your suggestions to her mother for handling the situation? What are some possible reasons for Jennifer's actions?

Problem 4. What provisions shall be made for the child's development?

The provision for the child's development is a responsibility of both the home and community. He has no choice in the matter and can do nothing but accept whatever provisions are made for him. He should have, though, an opportunity to grow and develop physically and mentally to the limit of his inheritance. He should have a chance to develop good attitudes toward life. He should not

be subjected to harmful influences that will prevent him from being a worthy person. Although there is still much to be learned about what really constitutes a satisfactory environment for the best development of the child, certain standards have been rather generally accepted and serve as helpful guides to parents and others in making the needed provisions.

The child should have wholesome and adequate food. This is indicated by all research on the growth and development of children, as well as by occasional observance of them from time to time. Both parents are equally responsible for the provision of proper food. When they are unable to provide it, they must be helped in the problem by the community and, if necessary, by the state and nation. It is not enough, however, that adequate, wholesome food be available for the child. He should have good habits also. Both parents are responsible for the establishment of these by the child. The formation of these habits should be begun early in the child's life. Some rules that have proved helpful guides to many parents are these:

1. Have regular and definite periods for the child's meals.
2. Avoid coaxing, begging, and urging a child to eat. If he refuses to eat, let him leave the table without comment and wait until the next meal for food.
3. Do not force a child to eat unless he is ill, and it is ordered by the physician.
4. Serve attractive, well-cooked, and well-balanced meals.
5. Serve simple food, avoiding overseasoning.
6. Vary the food so that it does not become monotonous.
7. Do not serve too much food; small servings are more appealing.
8. Allow sufficient time for the meal to be eaten, thirty minutes or so. Then remove all remaining food with no comment.
9. Discourage between-meal eating other than orange juice or milk.
10. Do not permit the child to eat when overtired or angry.

The father as well as the mother should know something of food values and the importance of forming good food habits. Sometimes



U. S. D. A. Extension Service, photo by Ed Hunton

Experiences in sharing games helps build habits of cooperation.

parents have not discussed and agreed upon the food that the child shall receive. Perhaps when the mother insists upon cereal or egg being eaten the father argues, "Oh, let him eat what he wants. I never liked that either." If such difference of opinion occurs many times, the effect upon the child will indeed be bad.

Provision should be made for exercise and play. Have you ever watched a tiny baby when he is free from covers? His arms and legs make many motions that have apparently no purpose. It has been said that kicking and crying are the first two rights of childhood. Upon these the young baby is dependent for his exercise. When he is older, he insists on his next right—the right to creep. This affords excellent exercise for his entire body, develops his lungs, and gives him muscular control. When he is old enough to toddle, one year to two, his activity increases. He is going somewhere or doing something most of his waking hours. The unexplored territory of the house and play yard hold almost enough interest for his day. A ball, a box of painted wooden blocks (too

large to be swallowed), a rubber doll, and a duck on wheels add all that is necessary for his playtime.

From the time he is two years old, provision for exercise and play becomes increasingly important. This is because "in their play children learn to observe quickly, to judge, to weigh values, to pick out essentials, to give close attention; they learn the value of cooperation, to recognize the rights of others as well as to insist upon their own being recognized. They learn the meaning of freedom through laws; they learn the value and function of work and the joy of accomplishment. A child who does not play not only misses much of the joy of childhood but he can never be a fully developed adult. He will lack many of the qualities most worth while because many of the avenues of growth were unused and neglected during the most plastic period of his life."¹ The provision that is made, then, for exercise and play should not only furnish ample outlet for physical energy, but should, through simple toys, enable the child to reconstruct a little world about him that will interpret to him the great world outside. By playing "store," "horse," and other similar games, he interprets his idea of his environment and in so doing develops his mental powers. The child's toys and play equipment should provide for both indoor and outdoor activities.

Important questions then are: "What toys will best contribute to the child's development through his play?" "How shall these toys be chosen?" Standards have been established by which we can test a toy and decide whether or not it is a good one for a child. A number are given here:

1. A good toy is simple and so constructed that it cannot injure the child physically.
2. A good toy is durable and so constructed that it will stand hard wear.
3. A good toy can be easily cleaned.
4. A good toy interests the child and enables him to learn much through its use.

¹ N. Norsworthy and M. T. Whitley, *Psychology of Childhood and Adolescence*, The Macmillan Co., New York.

5. A good toy is attractive and so shaped and colored that it will add to the child's appreciation of the beautiful.
6. A good toy is suitable to the age and development of the child.
7. A good toy encourages a child to do things and not just watch them.

SUITABLE TOYS AND PLAY EQUIPMENT FOR YOUNG CHILDREN

Birth to 1 year	1-2 Years	2-3 Years	3-4 Years
Bell	Aluminum or enamel dishes	Aluminum cooking utensils	Animal (wood or stuffed)
Boxes with hinged doors or separate covers	Balls (large, bright colored; small and hard or soft)	Blackboard	Beanbags
Bright-colored ribbons	Blanket or comforter for wrapping doll	Blunt scissors	Blackboard
Bright-colored rubber balls	Boards on which to walk	Broom	Dump truck, tractor, or some larger iron car
Bright-colored wooden beads (large, securely strung)	Building blocks (very few)	Carpenter tools (hammer, saw, boards, nails)	Garden tools
Chair	Doll	Doll bed	Horizontal bar
Clothespins (fork shaped)	Heavy iron or wooden car or wheelbarrow	Doll clothes	Iron bar, about four feet from the ground
Cup	Kiddie Kar	Doll carriage or some vehicle for conveyance	Iron or wooden rings, 6" in diameter suspended from tree or bar
Hard rubber teething ring	Large crayons	Doll trunk	Large wooden boxes
Kettle lids	Large peg board	Dust mop or carpet sweeper	Larger doll
Pans	Large sheets of paper	Dustpan	Paints and brush
Rubber or strong celluloid doll	Large wooden beads and laces	Iron	Playhouse
Spool on a string	Modeling clay	Iron cars	Set of larger dishes
Spoons	Nested blocks	Ironing board	Simple car or train to build from wooden parts
Strong celluloid rattle	Pull toys	Large building blocks suitable for fairly large construction work on floor	Simple puzzles with little detail and few pieces
Tinkertoy doll or animal	Sandbox and sand toys (shovel, pail, spoons, cups)	Large crayons	Telephone
Wooden box on casters	Small chair and table	Laundry set	Toilet set
Wooden and hard rubber rattles	Stuffed animal (blanket cloth) or soft doll	Library paste	Wooden or iron rings
	Swing	Marble board	
	Teeter-totter	Pictures	
		Plain and colored paper	
		Set of china dishes	
		Tinkertoys	
		Tricycle	
		Tub	
		Wagon	
		Washboard	
		Wooden boxes of varying sizes	

These rules would therefore lead us to avoid the following when choosing toys for children:

1. *The intentionally ugly toys*: the snake in the box, the policeman with distorted hands or feet, and the hideous doll with the “goo-goo” eyes are common examples of the numerous toys of this type.
2. *The too complete and expensive toys*: the toy automobile, complete with horn, lights, license plate, glass windshield, and extra tire. There is little this toy can bring to a child except pride in ownership. A simple automobile which the boy himself helps paint is much more valuable in every way.
3. *The look-on toy*: the toy that can do only one thing over and over again, as the child stands back and watches it. Such a toy increases the child’s destructive impulse by making him wish to see what makes it go. It seldom aids a child in understanding his world. Most of the mechanical toys in the shops are of this type. Fortunately their construction is usually such that they do not last but a short time.

The table on page 496 lists toys suitable for children four years of age and under.

Sufficient sleep and rest should be made possible. If growth is to proceed normally, the child should have adequate sleep and rest. At first most of his time is spent in sleep, but as he becomes older this is gradually lessened. Studies have been made of the amount of sleep required by children at different ages, and standards have been established for their sleep needs. Though children may vary somewhat in their needs, these are helpful as guides. Obtaining adequate sleep and rest is largely a matter of habit. Good sleep and rest habits should be formed from the first day of life.

AMOUNT OF SLEEP NEEDED BY CHILDREN

Age	Total Sleep	Nap
Under 1 year.....	14–16 hours	2–3 hours
1–3 years.....	13–14 hours	1–2 hours
3–4 years.....	12–13 hours	1–2 hours
4–6 years.....	12–13 hours	1–1½ hours



P. H. Hanes Knitting Company

"Sleep and rest; sleep and rest."

To obtain the needed sleep and rest, the child should go to bed at a stated time; he should have his nap regularly. The sleeping room should be comfortable, quiet, and well ventilated. The child should be in a happy frame of mind. "Go to bed smiling; wake up smiling." From the beginning he should sleep alone. He should have regular night clothing and a warm bed, with bedclothes that are not too heavy. When it is time for him to waken, if it is necessary to arouse him, this should be done easily and gently.

All remediable defects should be corrected. Sometimes a child is hindered in his development because of the existence of some defect which can be remedied. Enlarged and diseased tonsils, adenoids, infected

teeth, defective vision, and defective hearing are among the most common of these defects. Enlarged tonsils and adenoids obstruct breathing and may sometimes harbor infection. Adenoids develop mouth-breathing, and, if extreme, may ruin the shape of the face. Infected teeth are directly harmful to the body because of the poison they send out into the blood. In any of these conditions, a physician should be consulted and everything possible should be done to correct the defect. Sometimes a child has been thought stupid and dull when all that he needed was a pair of glasses or to have his adenoids removed. Careful attention should be given to the teeth of the child. The baby teeth should be filled whenever a cavity appears, just as should the permanent ones. Many of the

serious diseases of adult life are caused by the neglect of teeth in babyhood and childhood.

For your thinking and doing

1. Judge toys for babies and preschool children of different ages.
2. Judge outdoor play equipment for preschool children of different ages.
3. Select suitable indoor and outdoor games for young children.
4. Ascertain from several mothers how much sleep their babies and preschool children have daily. How is the time divided between naps and night sleep? How does the amount of sleep these children have compare with the standards for children of this age?
5. Opal, who is three, is one of those children "who is a poor eater." Her parents are much concerned and her mealtime is a most unpleasant time. What might be reasons for such an attitude in her? What procedures would you suggest the parents follow in handling the situation?

Problem 5. How can good attitudes be fostered in the child?

Attitudes represent the stand or position we take in relation to situations and objects and show the type of our readiness to respond to them. Attitudes direct our behavior, for they actually determine what we will see, hear, think, and do. Thus a person who likes outdoor sports will be constantly participating in them. He will be reading sports reviews and listening to them on the radio. One who dislikes sports will seldom see or hear news about them. He will find his satisfactions in some other field of endeavor. Attitudes determine how we look at life and what we see as our place in it. Whether we expect life to furnish us a living or the opportunity for earning one depends entirely upon our attitudes in the matter. Attitudes may be good or bad. They may be based upon truth, falsehood, or prejudice. In each case they help determine the kind of a person we may become. They are especially important in determining our health, social customs, and moral behavior. Attitudes may be both group and personal. Many of them have their beginning in the family. If the family attitudes are good, then the child will have a helpful start in the forming of his atti-



By permission of The American Home magazine and Elizabeth Lee Schweiger

Dabbling with bright-colored paints is one of the ways of learning self-expression early in life.

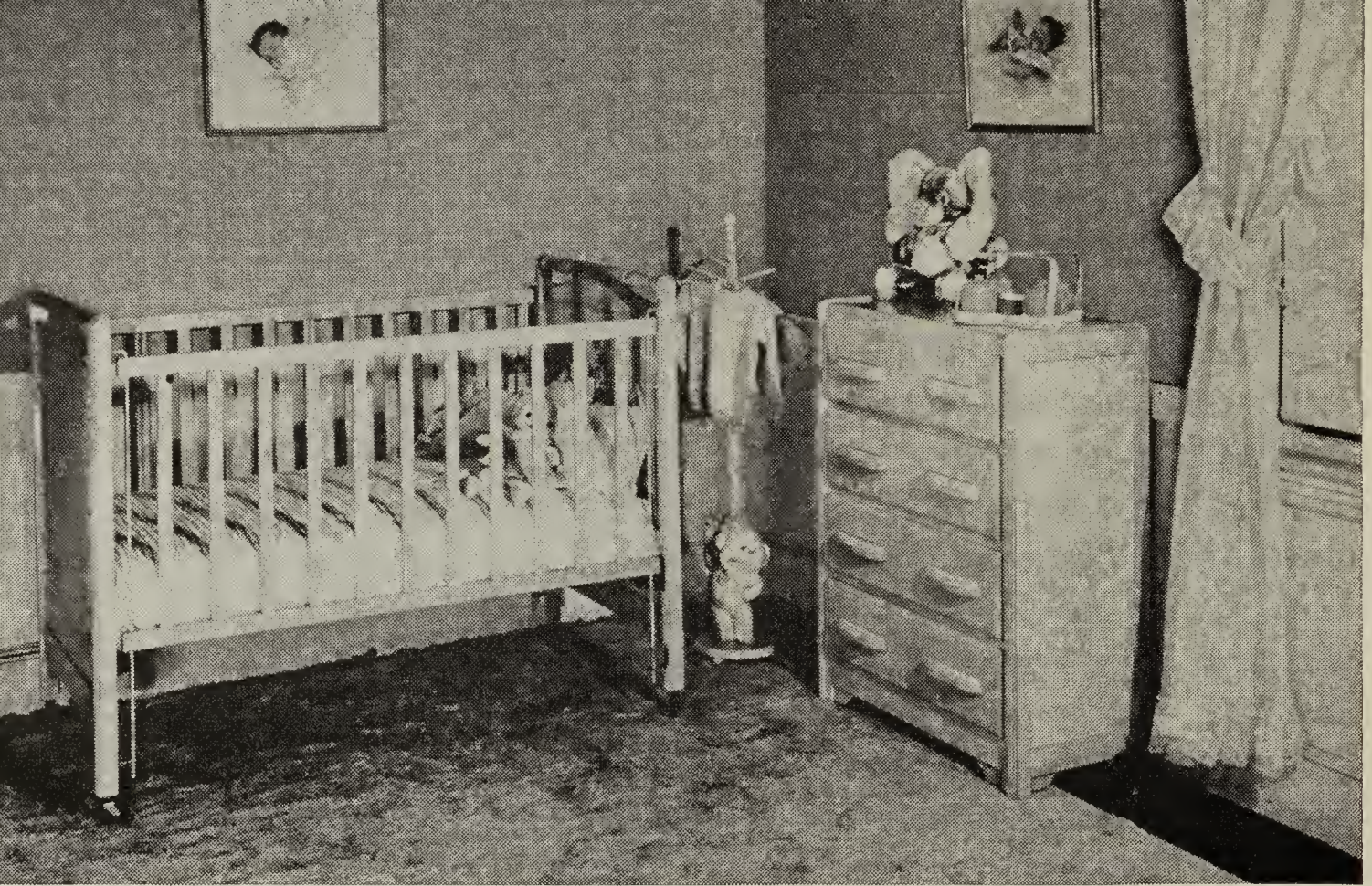
among the attitudes he finds about him those which will help him make a good life for himself.

Every child needs to have the right kind of attitudes. The little child is often said to be a nonmoral individual. This is because he does not know the difference between right and wrong and does not understand how to choose between them. He is not responsible for what he does, and he has no basis of choice or standards for conduct. He is little interested in the welfare of the group at any time, and none at all when it interferes with his own desires. These qualities in his nature should be fully understood so that too much is not expected of the child in the way of assuming full responsibility for his actions. Gradually he must be guided and helped to become a responsible person. In this the right kind of attitudes of those about him will be of great service in helping him grow. If he early comes to see himself as one of a cooperating group

tudes. If the family attitudes are destructive, then the child unfortunately tends to share in these. One of the important responsibilities of the family is the development of the right type of attitudes in its children. The attitudes favored by the community also color those of the child. If the community holds little respect for private property, it is not surprising if stealing comes easily to the children. If the community fosters attitudes of responsibility, it is easy for the children to understand the obligations of citizenship. Personal attitudes are largely determined by family and community. However, a person has opportunity and responsibility to choose from

that is working for the good of all its members, he will not be so ready to take from the others that which does not rightfully belong to him. He will come to have respect for the truth and fairness. If the child is to grow into a morally responsible person, he must reason and make choices in the matters of right and wrong. He must be given help in setting up and choosing his standards of conduct, and must come to realize his own responsibility for them. Thus his sense of right and wrong is developed, and desirable attitudes are established. Honesty, truthfulness, loyalty, fairmindedness, reliability, and consideration of others are some of the most important characteristics which every person needs to have. They are not inherited but are acquired. It is through their development that the nonmoral child changes to an individual with a definite moral responsibility and desirable attitudes. It is a great tragedy that homes and communities are not able to help all of their children become persons of this type.

State of health may influence attitudes. Physical defects and a poor state of health often encourage bad attitudes. Already we have seen how closely the mind and body are related and how good health is favorable alike to mental, emotional, and physical growth. One of the best foundations upon which to build the moral responsibility of the nation is the health of its people. The close relationship between one's health, conduct, and outlook on life is generally recognized. Teachers have reported cases in which children who were difficult to control changed into cooperative school citizens when some defect had been removed and their health brought back to normal condition. Have you ever noticed how irritable and cross you are when you are tired or ill and how difficult it is for you then to see things in their true light and make wise decisions? Perhaps you have heard the story of a boy who hated school, played hooky, and was considered one of the bad boys in town. A school examination revealed that he could see only one-fourth as well as the average child. When he was fitted with glasses, he changed markedly, improved in his schoolwork, and became a well-respected boy. In another city, a physical examination given a group of children who were habitual truants showed that only three of the one hundred and fifty were without some



Jordon Marsh Company

"A room of her own" helps to encourage good attitudes in a child.

physical defect. All of these facts make us realize further the importance of good health to the child.

Good attitudes should be encouraged in the child. Good attitudes and moral characteristics do not come by chance; there must be both direct and indirect guidance for them. The parents and others in the community must have the right kind of attitudes themselves. The child is a great imitator and is influenced by associates, stories, and the suggestions of others. The child must be given real examples of desirable conduct. He must have opportunities to make choices between right and wrong. If parents always make the decisions for the child, they will never help him to develop the ability to make decisions for himself. The child should be encouraged in developing desirable attitudes and traits. Hence he should have frequent opportunity to experience satisfaction of some sort when he is truthful, obedient, helpful, and self-controlled. This helps to make desirable attitudes and traits permanent.

The home has a great responsibility in developing the moral sense of the child. Through the home, he will receive much of his

idea of honesty. This is perhaps best developed first through his understanding of property rights. Every person in the home, even the smallest, should have a nook, corner, or box sacred to his own use, not to be touched or examined by anyone without his permission. Early the child should learn to insist upon respect for his property and his rights. He should also learn to refrain from meddling with other persons' property or invading their rights. In this way the idea of *mine* and *thine* is developed in the child. The child whose mother allows him to play with forbidden toys in his brother's absence is not being guided toward honesty. Neither is accepting an incorrect statement of fact from a child teaching him honesty or truth. The child whose parents solve his arithmetic problems or write his themes is not being helped at home in honesty. In fact, he is being taught to deceive. A child should have good attitudes and high moral standards developed in him from the beginning of his early life if he is to be a strong, responsible person. We can scarcely expect the attitudes and moral standards of a nation, or even a community, to be any higher than those set up by its homes.

Proper social life aids in the development of desirable attitudes. Therefore the child should have opportunity for companionship with others somewhat near his own age. If a child has no companions and fails early in life to learn how to get along with others without quarreling, his social adjustment is poor. He does not fit in as a member of a group. He is missing the give-and-take so common in life. When he is grown, it will be difficult for him to work with other people or to become a satisfactory member of a group. The child's spiritual side should be considered. Frequently parents are so busy providing for the material needs and wants of the child that they forget there is another side to be considered. Man, to be well balanced, must have full development of his spiritual nature. He needs a wholesome outlook on his whole life situation and a reverent, cooperative regard for his fellow man, for nature, and for God. This attitude should be developed in the child. He should be helped to see that the world is part of a great, wonderful, moving universe and that all nature is beautiful. He should be given opportunity to learn the meaning of love in its broadest sense. He



Sunkist photo, courtesy California Fruit Growers Exchange

There is an element of mystery and discovery in unpacking the shopping bag that appeals to the child.

should be taught reverence for sacred things, the value of friendship, and the power of God. Through such instruction, the development of his spiritual nature is fostered.

For your thinking and doing

1. Describe an incident in which an attitude helpful to a child was encouraged; an incident in which a harmful one was encouraged.
2. Decide how a particular child may have come by certain attitudes. How may these attitudes affect him as he grows up and when he becomes an adult?
3. Name ways by which the spiritual side of the child is developed.
4. Yesterday, Teddy, age four, took an apple from a neighbor's table.

When his mother talked to him about it, she found that Teddy did not realize he had done anything wrong. Why did the taking of this apple not seem wrong to him? How could he be helped to understand? Why pay any attention to the incident, since Teddy is so young?

Unit Activities

1. Make a chart showing the physical and mental growth expected of the child during his first five years.
2. Begin the keeping of a growth record of a baby or preschool child, carrying it on for a given period of time.
3. Help a little child to form a good habit. Report your experiences from time to time.
4. Prepare an exhibit of toys for infants and preschool children.
5. Plan indoor and outdoor games for preschool children. Try two or more of these games with some children.
6. Try to help a little child develop some desirable trait. Evaluate your experience.
7. Observe the development of two young children for several months, making a record of your observations. Report your observations.

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Topeka, Kansas, City Schools

Unit 12 . . . Guiding the Child in His Learning

ALL children have many characteristics alike, yet each child is vastly different from every other child. No two appear to think exactly the same thoughts, act in the same way, or see things in the same light at one and the same time. They show wide differences in growth and motor development, intelligence, temperament, special abilities and talents, as well as in their behavior. Wide as these differences are, there are likenesses among children that are even more striking. These likenesses include just the patterns of physical, mental, and emotional growth which all individuals follow more or less closely. These patterns give a basis

for understanding the characteristics of the infant, the child, the adolescent, and the adult. Knowledge of them makes it possible for us to have reasonable expectation of ability and mastery by persons in each of these various stages in the life cycle. What have you already learned of differences among these stages that would color your expectation?

The second likeness among children is the awareness each has of his own self and the response he makes to people and things in his environment. He responds in order to reach the goals he has set for himself and defend his own sense of personal integrity, his self-confidence, and his self-respect against forces he fears.

The third likeness includes the conditions, relationships, and experiences that are essential to wholesome development of the person at each stage of the life cycle. These are largely the same for all people at each stage.

An understanding of these likenesses will lead to an acceptance of sound general principles of guidance for children. It will also make the adult sensitive to differences among children and eager to understand the individual child, accept his differences intelligently, and guide his growth wisely. To do this, parents need to view the child objectively and in as impersonal a manner as possible. They should try to recognize his abilities and strong points and seek to help him make the most of them. They should also try to recognize his weakness and work with him to change it to strength. They should forget the talents he does not have and esteem him for those he does have.

One is less likely to become discouraged when even carefully laid plans fail, if he realizes that educating children is one of the greatest and one of the most difficult responsibilities of the family. If it is well done, the happiness of the family is enriched; if it is poorly done, sorrow attends the failure, and the family and the community both suffer. The importance of having adults understand various phases of child guidance can scarcely be overestimated. A sensitive, affectionate child under proper guidance may develop into a kind, considerate, adequate individual. The same child may be crushed by a harsh, domineering parent who does not understand him.

Problem 1. Why do children act as they do?

Doubtless, at some time or other you have heard an irritated mother or father say to a whining child, "Now don't act like a baby" or "Try to act as if you had some sense." Such comments are usually fruitless as efforts to guide the child to a desired behavior pattern. They do show, however, that, in many instances, there is a common lack of understanding of why children act as they do.

Certain characteristics are normal for each stage of a child's development. If he is expected to do less than his development makes possible, he is being guided backward rather than forward. If he is expected to do much more than he is able to do, he may become discouraged and cease trying. Children grow and develop best when they are comfortable and satisfied at each stage, and they are ready and willing to proceed to the next stage of growth. Individual differences in skills such as talking, walking, throwing a ball, and the like at a given age are often not significant in the long-time pattern of development. Some differences are due to the child's store of energy, his physical fitness, and his muscular development. Others are due to his interest or lack of interest, and still others, to his success or lack of success in his first efforts in a certain endeavor. "Nothing succeeds like success" and "nothing defeats like failure" holds true for the child as well as the adult. Only as parents and other adults know what response is normal for a given stage of development, can they understand how to be effective in child guidance. The child must be seen as a person with his own needs and his own promise. He needs to be strong physically, possessed of mental health, social mindedness, and mental vigor. The guidance given the child to help him to these goals may be either helping to educate or to influence him so as to contribute to these important goals. Important resources in each child are imagination, imitation, curiosity, playfulness, changeableness, initiative, and sense of ego. All of these are desirable when developed in the right way. All of these may become destructive if wise guidance is lacking. Each child should be carefully studied in planning for his growth.

An impelling force that influences all activity, once a person is

aware of himself as an individual, is his sense of his ego, or of his worth as a person. Each person must believe in himself and feel that he has attained a worthy and effective selfhood. He must have contact with reality and know life as it is and not as it seems in a dream world. To do this he must experience success and disappointment, pain and pleasure, and effort and return for his effort. Sometimes this sense of ego is described as the individual's special purpose to guard and magnify himself. Many of the negative attitudes that appear in children began in this purpose. The years that lie between infancy and complete adulthood are largely filled with efforts to free oneself from ego or self-domination. These

efforts are directed toward securing objectivity, balance, inner harmony, and a sense of the purposefulness of life outside of oneself. Observation of the stubborn child, the boasting child, the martyr child, and the dreamer who lives apart from the world indicates the various means that individuals may take to express their ego. One problem in child guidance, then, is to help the child through the period of guarding and magnifying the ego into the period of good adjustment to a world of which he is a small part.

The child wants to love and be loved. His need for affection is great. He wants to know that he belongs to his own folks and in some specific place. He also wants to be like other people. It is necessary that these desires be satisfied properly if he is to be a satisfactory member of a group.



A spirit of adequacy and independence should be fostered.

The child is a great imitator, and through this characteristic much of his early learning comes. Imitation should not be curbed; but it should be used as a means of teaching him health habits, how to wait on himself, to be well mannered and courteous, and many other fine practices. A child usually answers a person in the same tone of voice and manner in which he is addressed. A courteous request invites the same kind of response. Maybe you know a parent who actually encourages impudence in his child by the loud, sarcastic tones used in correcting him. The child's reply is usually made in the same tones.

Playfulness is one of the outstanding characteristics of the child. He loves to play. It is his life. People used to think that the child merely played to fill in his time, but now we know that he learns and develops through his play.

The child is independent. He wants to be able to do things for himself if only the adults will permit, yet he is also susceptible to suggestion. This trait leads to a most satisfactory method of controlling the child, a method about which parents need to know more.

Little children are slow to understand requests and instructions. Their skill at seeing relationships is limited. Often parents become impatient and angry because a child is slow to move or obey, when he is only trying to understand what was asked or commanded.

The child is changeable, and his span of attention is short. He lacks the power to stick to anything long. He plays this game now, and he prefers that song tomorrow. Have you heard it said, "No matter what the little child's interest is today, it will be different tomorrow"? It is this changeableness that helps bring about progress and development in the child. In developing the child's span of attention, the parents should not forget its short duration. To expect a child to sit perfectly still through a long lecture or a church service is counter to nature. Careful attention for brief periods at a time is all that can be expected of him.

The child is strongly influenced by the desire of the present. He wishes to do the attractive thing of the moment. This characteristic is especially noticeable in the baby. When an object is taken from him, he cries. The wise adult immediately attempts to in-

terest him with something attractive and appealing. As the new toy offers immediate satisfaction, the baby takes it and ceases crying, forgetting his loss. This interest in the present may easily be used in helping children to form desirable habits.

Curiosity is the attitude of the person who is interested in finding out facts. The child has much of this trait. He begins to ask questions early. Parents should take the time to answer him carefully and truthfully, in so far as he can understand, and not with the often used term, "Hush" or "Don't ask so many questions." It is crushing and humiliating to the child to be told to "go away and don't bother" when his mind is eager and his interest keen for knowledge about a given subject.

The child's initiative should be fostered if he is ever to develop and know how to assume responsibility. Important in this is giving the child an opportunity to think for himself. He should make decisions in matters which he is capable of handling. He begins early to reason; that is, to consider various sides of problems. The development of his reasoning is made possible through opportunities for decisions and judgments, even though the situation is of small consequence. Problems too difficult should not be presented for the child's reasoning, since discouragement will probably result. The child's memory must also be cultivated so that he may learn and be led to recall what he has learned. A child, of course, should not be taxed too heavily with memorizing. Teaching children to think is a necessary part of their education which cannot be accomplished rapidly but which can be begun



H. J. Heinz Company

The simplest of playthings pleases a child and holds his attention.



By permission of The American Home magazine and Elizabeth Lee Schweiger

Children begin early to live in a world of make-believe.

it he is able to protect himself from harm. If given the right guidance, his caution serves to develop his judgment and to help him make wise decisions. If given wrong guidance, it may be changed into fear.

Fear is a powerful check against personality development. The fear of the dark prevents enjoyment of normal rest, and fear of snakes keeps one out of grass and shrubs and away from rocks and boulders. Fear of water may destroy the possibility of enjoyment of wading, swimming, or fishing; and fear of strange people, strange places, and strange situations may restrict the child's movements to a narrow, routine circle.

Some one has said, "Fear keeps the individual crippled, inactive, and inadequate while courage and caution make the individual free, active, and adequate." Fear and anxiety are absorbed readily by children from their parents. Fear of unemployment, illness, or

earlier than is often thought possible.

Through imagination a new world is open to the child by which his creative ability is developed. The child should be encouraged to use his imagination and to enjoy excursions to the world of dreams and fancy. Vivid imaginary stories should not be confused with lies and falsehoods. If the child is encouraged to have his fancies and to realize that they are only fancies, his imagination has enriched his day. If his fancies are repressed and an outlet denied, a situation has been established that may lead to dishonesty.

The child's trait of caution should be understood. Through

long separation need not be expressed in words to be reflected in the anxiety of children. Children can be helped to master their fears by finding themselves in situations in which they can help themselves, finding the problems presented not too difficult for them to solve, and receiving recognition for their successes. Thus they gain self-confidence, a sense of freedom, and assurance for security.

The child should learn to use his emotions wisely. His feelings about things and people are what give color to his life and contribute much to his happiness. If he learns to feel kindly to people and not be fearful of them, to control his temper, and to enjoy the things about

him, he will most likely be a well-adjusted person. Our emotions exert a strong influence upon us. Have you ever seen a person have a sick headache from anger or fright? Have you ever been unable to give attention to your studies because you were anticipating a party or an outing? These are common illustrations of some of the ways that our emotions tend to control us. A child who is allowed to have tantrums or rage may establish habits that affect not only his health but also his future happiness. The child who never shows any emotion because he has been dominated by a person with a stronger personality is being poorly guided. Such a child, if this condition continues, is likely to miss many of the joys of life. He is likely to develop the habit of imagining what might be, rather than facing what is. It would be wise for his parents and the older brothers and sisters to help him find some means of self-expression, rather than cause him to sup-



Church & Dwight Co., Inc.

Happiness contributes to a successful experience in learning.

press his emotions. Boy and Girl Scouts, Future Homemakers and Future Farmers of America, and similar organizations afford a fine outlet for self-expressions of the patriotism, chivalry, and desire for leadership of growing boys and girls.

In the case of certain emotions, as anger and fear, the best help the child can have is not direction but help to a critical consideration of these. For example, try to recall something that made you angry in the past month. Now that your strong emotion is gone, do you see anything in the situation that might have been funny? Would it have helped at the time if you could have viewed the matter as you do now? There is little that is as helpful to the individual as the ability to find humor, rather than rage, in a situation.

The child should be given plenty to do. You are all familiar with the adage, "Satan finds work for idle hands to do." This is a way of saying that mischief and idleness go hand in hand. Normal activity on the part of the child is often called mischief, because the result of the activity is annoying to the adults or is destructive to property. Adequate play materials and plans for play are the best safeguards against mischief. When a child wanders aimlessly about looking for something to do, it is probable that he has outgrown the play materials provided for him. He may need help in creating something out of what he has, or he may need material with more challenge in it. If you were to recall the games you liked best at five, eight, and twelve years of age, you would find a wide difference in them all. Certain tasks that he must do daily help the school child in many ways. Through completion of definite work, a sense of responsibility is developed, a spirit of service is established, and skills are learned. Work that is not too long or too hard is of great value to the child.

Praise and blame exert a marked effect upon the child. As our efforts in child guidance are largely directed toward freeing the child from domination by his ego, careful consideration should be given to the use of praise or blame. If a child has successfully completed the building of a pen for his rabbit or a dam across a tiny rivulet, praise may well be given to the project; but its effect should be the acknowledgment and commendation of good work rather than the stressing of the brightness of the builder. Similarly criti-

cism should be made of the activity rather than the person. Used in this manner, it will encourage the child to greater achievement. If made to the person himself, as "You are a bright girl" or "You are too awkward and clumsy," the effect will be a further extension in some way of the sense of ego. Parents or other members of the family who insist on a child's showing-off before others by "speaking a piece," dancing, or making a train go, cause injury to the child's personality by catering to his ego.

Overstimulation of the child should be avoided. Perhaps you know a mother who is constantly displaying her child's ability to speak or to dance. Often she keeps the youngster up at all hours for this performance. It is very doubtful whether this procedure is in any way desirable for the child, even if it does flatter the vanity of the mother. One of the chief causes of nervousness in children is overstimulation. This is usually begun with little babies by bouncing and trotting them. The child of the preschool age is often frightened by horrible tales of great bears that eat little boys or witches who take them far away. Moving pictures showing hair-raising escapes, exciting stories, and certain games further the overstimulation. Parents should remember that the nervous system of the child is delicate and easily strained. Overstimulation in childhood is often regarded as a large factor in the nervous disorders of adult life.

For your thinking and doing

1. Cite examples of various behavior characteristics you have noted in young children. How do these characteristics vary for children of different ages?
2. Report the difference in the conversation of a preschool child on a given subject with that of a school child or adult.
3. Give examples of desirable ways to encourage the right kind of actions in young children.
4. Discuss an "amateur night" at a theater as a learning experience for young children.
5. Marian, age four, is very curious and asks many questions. She also has a vivid imagination and often tells impossible stories about what she and others do. How can these traits be used to advantage in

her education? What may result if these traits are undirected? What may result if they are repressed and crushed in their development?

Problem 2. How is the child's learning guided through his contact with others?

Psychologists tell us that the contacts a child makes, particularly with other members of his family, are most important in his understanding of people and relations among people. They speak of "the emotional climate" within the family as important in this process. Do you understand what they mean? If there is love and confidence among family members, there is a good basis for a warm and healthy "climate" in which a sound emotional life may develop. If there are shared interests and enterprises, mutual enjoyment and enthusiasms, the "climate" within the family circle is more than healthy. It is stimulating and pleasant, and conditions are right for the child's development. Possibly you have visited homes in which the emotional climate is frosty and snappy. You may know of others in which affectionate regard and mutual confidence characterize all relationships. In such case, the "emotional climate" might be said to be sunny and bright—right for growing mentally, emotionally, and spiritually.

Setting the stage for certain kinds of behavior is important in determining how the child responds and the sort of habits he develops. Parents are constantly setting the stage for certain kinds of behavior, whether they realize it or not. Effective stage setting includes management of equipment used in daily play or routines, of time and place, and of the persons who supervise the child. Children's behavior is influenced not only by parents' attitudes toward them and toward each other, and by the direct contacts, but by the home and its furnishings, the play materials and play space, the daily schedules of time and place, and companions, both child and adult. Wise stage management, then, is an effective, if indirect, way of helping the child to learn.

Physical help is another important means of guidance.¹ It has

¹ Material in this problem is adapted from *Applying Nursery School Methods of Child Care and Training in the Home*, Kansas State College.

been pointed out that little children are very busy learning to use both their large and their small muscles. Much of this learning goes on without help from adults, but at times a helping hand is needed. Placing your hand over the child's hand and helping him make the movements will make it easier for him to do the thing later by himself. Examples of helpful physical guidance are:

Placing a baby's hands around his bottle or cup.

With your hand over the child's, helping him turn a doorknob.

Placing the child's feet correctly as he learns to come down a ladder.

With your hand over his, showing him the motions necessary for scraping the last food from his plate, brushing his teeth, scrubbing dirt from his knees, hanging a coat on a hook, carrying a dish of dessert, or pounding nails.

Leading by the hand to a required place. With a very young child this is sometimes more effective than the use of words.

In physical help, a good rule is to give just enough help to insure success and no more. We will, of course, refrain from helping just as soon as the child can make the movement by himself.

Verbal guidance is both used and abused. Using words in guiding children can be helpful or confusing, according to our choice of phrases. Many children develop a protective "deafness" against adult directions because they hear too many of them.

A wise person will first get the child's attention and then use clear, short, meaningful phrases that are expectant and encouraging. Her directions are positive rather than negative in form and are always specific. She gives just what verbal help is most needed by the child.¹

She will usually say this:

"You may hold your glass." (Specific, positive, expectant.)

"You need to turn off the faucet." (Specific, positive.)

Instead of saying this:

"Oh, aren't you going to drink your water?" (Negative, raises doubt.)

"Don't turn on so much water." (Negative.)

¹ Adapted from material prepared by the Department of Child Welfare and Euthenics, Kansas State College.

“Yes, you may go walking after you take your nap.” (Encouraging.)	“No, you can’t go walking until after you take your nap.” (Discouraging.)
“We stay inside the fence.” (Positive, specific, tells what to do.)	“Don’t go out in the street.” (Negative, fails to tell what to do.)
“Let’s stack the long red blocks on this shelf. There’s a green block.” (Specific, interesting.)	“Get your blocks out of the way now.” (Not interesting.)
“You are ready to lie still and rest.” (Specific, expectant.)	“Aren’t you ever going to be quiet?” (Does not tell what to do.)
(To child painting.) “We just paint on the paper. That’s a lovely red, isn’t it?” (Positive, appreciative.)	“Now don’t get paint on your clothes. That doesn’t look much like a dog.” (Negative, discouraging.)
“Hold the pitcher steady and walk slowly.” (Specific, tells what to do to avoid accident.)	“Be careful. You are going to spill that water.” (Negative, discouraging, not helpful.)

The way adults feel is shown to the child through the expression of their faces, the set of their jaws, the tone of their voices, and the way they move and walk. Learning is made easy to the extent these ways of expression give him assurance that in his small world there is faith in the child, enjoyment of his companionship, understanding of his difficulties, respect for him as a person, confidence that he will do the desired thing, recognition of his successes, appreciation of his efforts. These all need to be expressed to the child both with and without words.

What are some ways of expressing our feelings to the child in a sincerely approving and encouraging way? The following are examples:

“That’s good. You carried the glass carefully.”

“I know it’s hard to get all the blocks picked up, but we are doing it.”

“You are learning how to talk to Bobbie instead of hitting him.”

"That's right. You did it quickly."

"You did this part of it well. You can learn to do the other part."

"Good. You remembered that by yourself."

"It's more fun to play when Betty helps you push the wagon, isn't it?"

An appreciative smile, a friendly touch, an encouraging glance—with or without words—all help in getting children's cooperation.

For your thinking and doing

1. Describe the "home atmosphere" of a family that you consider especially good for a preschool child; describe one that you consider undesirable. Give reasons for your evaluations.

2. Make a list of physical contacts a preschool child may have that make valuable contribution to his learning. Which of these should the family regard as "musts"?

3. What are needed verbal contacts for all young children?

4. Give examples of encouraging contacts of young children that you have observed; of discouraging ones. In each case who was responsible for the occurrence?

5. To what extent should the contacts of little children result in success; in happiness; in satisfaction?

Problem 3. How may the mental growth of the child be stimulated?

One of the first steps in stimulating the mental growth of a child is knowing how children learn. This is very necessary for parents and others who have some responsibility for the growth and development of a child. Perhaps you have known a mother who was more concerned over making a new and attractive suit for her child than in helping him to learn self-control or a father who was more interested in furnishing his child with expensive toys than in helping him to learn to make garden or to raise chickens. It was not because these parents did not love their children that their interest in them was so expressed. Most likely they did not know the way children learn and how their mental activity may be encouraged and brought about.



Topeka, Kansas, City Schools

In school and at home, having plenty to do helps make the day go well.

Children learn by several ways. First, they learn by trial and error. The toddler, attempting to sort square pegs for square holes and round pegs for round holes, struggles for some time trying the same round peg in a series of square holes before lucky chance leads her to try it in the second row of holes—round holes in which the peg fits. How many holes she will try with how many pegs before the relationship is clear is hard to say. Sooner or later, she will learn from her experimentation.

Second, children learn by sampling. The little girl who has been making mud pies and exclaiming over their flavor may readily bring herself to a willingness to see if the statement she has made is not true. She samples them to her keen disappointment and learns by so doing. Much the same thing happens to the small boy who tries rolling a “cigarette” of corn silks and damp coffee. Sometimes sampling is more pleasurable. The flavor of a banana or a peach is so enjoyable that the sampling leads to an addition to the list of accepted food

Third, children learn by imitation. Their concept of what is

socially acceptable is formed largely by imitation of the actions of their elders. The exaggerated courtesy of little girls playing at tea party shows the way in which they begin to accept the social customs of the group of which they are a part.

Fourth, children learn by gaining satisfaction in their accomplishments and also by the response others make to their efforts. A small boy discovered he could turn down the sweat band of his hat before putting it on and so have a special band, "a sort of crown," on his forehead. He was delighted with his discovery and insisted on wearing his hat with the sweat band down everywhere and all the time. When he went into a shoe store for new shoes the clerk said, "Little boy, that is not the way to wear your hat. The sweat band should be up." The child viewed the clerk in keen disfavor and turning to his mother said, "Let's go, no shoes we could get here would fit me." He sustained his ego by leaving, but the next day the sweat band of his hat went back to its accustomed place. If consideration is given to the ways of learning just listed, many things become apparent.

The child may be aided in his learning by increasing his ability to see. By far too many people are content with looking rather than seeing. A walk in a park or a woods gives a wealth of material to see—towering pine trees with glistening needles of green, the grey-green drift of cedars accented by the seed balls of deeper hue, the many tones of green in the leafing trees, the darting movement of red birds and orioles protesting the advance of the arrogant blue jay toward their nests, the motion of the grass in the breeze—all this and much more is spread out for eyes to see and spirit to sample. Poets have captured in verse the swaying mass of the tree, the skyward soaring of the birds, and even the motion of the grass. Thus what the eye sees may be affirmed in memory by what the poet says.

Even in the commonplace home kitchen the seeing eyes will see much to remember as a poet reminds us in these words:

Today there have been lovely things I never saw before:
Sunlight through a jar of marmalade,
A blue gate,

A rainbow
In soapsuds on dishwater,
Candlelight on butter.
The crinkled smile of a little girl
Who had new shoes with tassels,
A chickadee on a thorn apple tree,
Enpurpled mud under a willow
Where white geese slept.
White ruffled curtains sifting moonlight
On a scrubbed kitchen floor.
The underside of a white oak leaf.
Ruts in a road at sunset,
An egg yolk in a blue bowl.¹

The combination of what may be seen and the memory the poet recalls is a powerful force in enriching life and adding to its color. Seeing is important in other regards. Have you ever tried to see how much you could remember of the contents of a box in a single examination? Are you able to distinguish between birds of different species as they fly past? Can you identify passing cars or soaring airplanes? Some people have such ability developed to a much greater extent than do others. It comes only through thoughtful exercise and use.

The ability to hear, that is to listen, is also important in facilitating learning. This is true, of course, if this talent is properly used. Almost anyone can hear the fire gong, the blare of cowboy songs on the radio, or the insistent summons of the telephone. Perhaps what is more important in the education is a slightly different ability, that of "hearing and giving heed," as *listening*. One can listen on a ferry boat in New York harbor and sense a symphony made up of many meaningful sounds whose unison creates a compelling harmony. One can listen in a busy urban office and hear quite a different tune. The jangle of telephones, the bang of doors, the sharp click of typewriter, the murmur of voices—sometimes sharp and sometimes deep, and the overtone of the noise of the

¹ *Vision*, by May Theigaard Watts.

street make a different sort of bewildering orchestration. In the quiet of high mountain places and in the depths of the forests, listening may bring a sense of silence, and then one and another and yet another meaningful sound begins to sing out above the silence until the effect becomes one choral rendering of satisfying tranquillity and spiritual beauty. Almost any time and anywhere a child or an adult will find life enriched by skill in listening.

The ability to communicate with others and to receive communication from them is important in learning. Sometimes children have been relieved of the necessity of talking because adults in their home understand what they want and provide it before the desire is expressed. As a result the children are forced back to a babyhood dependence. In some other cases the noisy chatter of the children may be vexing to the parents, and conversation may be limited by maternal or paternal decree. This may create a repression, destructive to the emotional health of the child. It is important that the communication be encouraged in every way. Otherwise the child will be at a loss in giving or receiving ideas and impressions. Effort should be made to establish the child in the habit of rapid reading. The rapid reader is usually the comprehending reader and hence the person who enjoys reading. Reading gives access to part of mankind's great heritage. Good habits of reading are important to the individual and to the group in whose culture he shares.

The child's capacity for happiness should be deepened and broadened. Learning is easier for the happy person than it is for the sulking resentful one. There is no simple recipe for happiness. Those who strive for it directly often miss it. For the most part, happiness results from inner resources rather than from material possessions, from freedom from fears rather than physical protection from economic losses and other dangers. It belongs to the person who is able to love unselfishly and give expression to that love. The best preparation for happiness is the ability to direct one's behavior wisely and thoughtfully; the intent to try for self-expression, self-control, and self-discipline; and the satisfying early experience in a happy family.

For your thinking and doing

1. Describe personal experiences that illustrate one or more ways by which children learn.
2. What are effective ways of learning through seeing? How does "seeing" as used in this problem differ from "looking"?
3. List what you have learned in the past three or four days through hearing. Would the results be the same through seeing? Why?
4. Cite examples of desirable procedures to use in helping children to develop ability in communicating with others.
5. Describe a happy child that you know; an unhappy one. Suggest ways for helping the unhappy child toward being a happy one.
6. Make suggestions for the home and school to follow in stimulating mental growth in children.

*Problem 4. **How is discipline an aid in learning?***

As commonly used, discipline has two meanings. It is used to designate the control that parents and other adults hold over a child and also the state of order that a child develops within himself as a result of his experience and learning. The child must recognize early that others have authority over him which he must respect. In other words he must learn to obey someone. No one, no matter how much he may wish to, may do just as he pleases. Each must see his wishes and desires in relation to those in a larger group. At first this group is the family. Later it includes the family, the school, and the children in the block. By the time the child has become an adult, he must see himself and his interests in relation to the large pattern of his state and his nation and yet give thought to the needs and interests of his family. The child finds there are rules in his home that he must obey. These rules are concerned with his own safety and well-being and with that of other family members. He obeys because it is best for him and best for his family. Later he finds there are rules outside of his home to which he must conform. He must learn how to accept these rules and live satisfactorily under them if he is to be a satisfactory member of the larger group. As he develops, he must assume responsibility for the kind of authority to which he gives his loyalty. This

requires keenness to see the way in which authority has been obtained and the ends to which it is directed. It also requires courage to give loyalty to the right sort of authority.

Guidance in self-control is necessary. Children should be taught self-control early. It is one of the basic requirements of growing up. There is nothing quite so pathetic or hopeless as the person who cannot control himself. The young child is eager to satisfy his curiosity. He wants to touch everything he sees. He must learn not to touch the fire. He must learn to stay in his own yard, and later he must learn to have respect for the rights of others. He must learn to control his anger and to be kind and considerate. The most unhappy person in the world is the one who always has his own way and never gives in to others. He has not learned self-control.

Frequently parents and other adults have been unable to help their children develop self-control because they themselves have never learned it. The child must be helped to work toward becoming a well-disciplined person *within himself*. Then control from without will be largely unnecessary. Parents have an important responsibility in making this type of control possible in their children. It can be done if desirable methods of discipline are used in guiding children.

The discipline should always be fair and consistent. This should be apparent to the children, at least after their emotions have calmed down. If the child has created amusement and laughter by playing the game of "delivery boy" one day, he accepts this as approval. He cannot understand why the next day the same game



H. J. Heinz Company

The child who has the habit of picking up her toys needs no discipline on this score.

brings forth an "Oh stop! You and your noise are wearing me out." If Jane has been allowed to spread her paper-doll families far and wide in the living room on Wednesday, she cannot understand why the same game on Thursday is greeted with, "My, such a litter! You gather it up and get out of here right now." In both cases the child has no way of knowing what to count on nor of understanding what he has done that has displeased his mother. Such experiences confuse the child and cause him to obey no one.

Many fixed rules tend to confuse children and to increase the possibility of disobedience. It is wise to have as few definite rules as possible and to have these of basic character. If the child knows it is a rule that he must stay in his own yard, he finds it easy to understand this. If he is told he must not go to Sally's or the grocery store or the middle of the street, there still remains Jimmie's house, the mailbox across the street, and the garage across the alley. No rules have been made concerning these, and to him there is no disobedience in going to these places. A more inclusive rule would have made less confusion and have been more nearly obeyed by the children. It would also have been understood in relation to his safety. Thereby his understanding of relationships would have been increased.

The child should have practice in making decisions. The ability to decide wisely is gained through such experience. However, it is important that the decisions to be made should not be in matters too difficult for the child. If matters too difficult are left for the child to decide, he may be discouraged and overwhelmed by the difficulty of making decisions and the effects of wrong ones.

The child should be given a sense of being adequate by being expected to cooperate. When instructions are given in this way, "Well, I don't expect you can do it, but try to bring a stick of wood to the fireplace," a poor response will result. The child has little stimulus toward succeeding in the job. If the request is prefaced by, "I know you don't want to, but bring a stick of wood," the child is stimulated toward noncooperation before he starts. The picture of himself which the request brings is not flattering to say the least. He has been told indirectly that he has undesirable attitudes but that the work must be done. A child should have a

picture of himself in his mind as one who means to be kind and helpful and who wants to do the right thing. This is a great incentive toward self-control.

Some disciplinary measures are practically useless, and others are known to be bad. Many parents use the ineffectual "don't" method of directing much too frequently. Saying "don't" becomes such a habit with them that they often use it without even considering what they wish done or left undone. How many times do you suppose the average mother or father says "don't" to the child? To say continually, "Don't do this," and "Don't do that," is bad practice, for soon the child pays little attention to the command. As the child is susceptible to suggestion, it is much better to say, "Do this," or "Do that." Offering the child something worth while to do, makes it unnecessary to say, "Don't, don't, don't."

Threatening is another poor practice. You probably know adults who are always threatening their children with all sorts of terrible punishment. Sometimes young children are threatened with a big, black bear, a bogey man, a dark room, a policeman, or worse still, the doctor or dentist. Under such measures either fear will be developed in the child or distrust of the parent who has shamelessly lied. Fear of the dark may affect the child all of his life. The child may be seriously harmed by becoming afraid of the policeman with whom he should be friends. He may be made so fearful of a physician or dentist that he will fail to consult them when he should with the result that his health suffers.

Some adults have the habit of threatening a child with a certain punishment and then failing to carry it out. Children soon know the threat means nothing. They pay no attention to it and regard all statements made by their parents as having little meaning. A four-year-old was doing something of which her aunt disapproved. Said the aunt, "What will mother do about it?" The little girl replied, "Oh, she will say she will whip me but she won't, 'cause she never does." What effect would a long continued practice of this kind have upon the child? There is no easier way to make a child dishonest or to make him lose his respect for his parent than by lying to him in this manner. The child soon regards the threat as a bluff and goes his own determined way.

The use of bribes as a means of discipline should never be done. It only leads to serious difficulties. The child soon learns to demand bribes for everything he thinks his parents want him to do. He may even bargain with parents for a bribe to his own liking. In such cases no discipline whatever results.

If punishment is necessary it should be constructive. By this we mean that it should lead to some good response from the child, and not to resentment and hatred. It should help the child to control and discipline himself. It should always direct the child rather than force him. The relation between the punishment and the offense should be clear to the child. If the child has eaten forbidden cake during his mother's absence, omitting desserts from his meals for a time might seem to be punishment related to the offense. A toddler who runs away may find a punishment that he understands in being tied up with a thread or a string, like the cow or puppy, neither of whom know where they should go. The parent should remember that what seems important to him may have little significance to the child; on the other hand, an event that seems trivial to the adult may be of great importance to the child. Jimmie may be told that he must come home for dinner at six. Just at ten minutes to six the ball team, of which he is captain, may be tied with the opponents with two innings to play. To Jimmie it seems impossible for anyone to want him to come home for dinner under the circumstances. To the waiting family, the ball game may seem far less important than their inconvenience through such a delay. Such a situation requires thoughtful consideration of both sides of the issue if the way it is handled is helpful to both Jimmie and his family. Each child requires individual treatment, so no one method can be offered.

Punishment has long been one of the common means employed by people to discipline children and others who have not yet learned the lessons of obedience and cooperation. This means has not been entirely successful. It sometimes tends to restrain the individual rather than teach him self-control. This may have been caused by the faulty methods employed and by a lack of understanding of human nature. It has been found that what is punishment to one child is not punishment to another. Bread and milk

for supper may be a punishment to James, but it may be a treat to Mary. Corporal punishment is not a desirable method of discipline, though in rare instances it may appear necessary. It is inhuman and has little to offer in its favor. Most parents who whip children do it in anger when they have no control over themselves. Such an approach to the problem of discipline makes control possible only through fear and repression. Further, children are sometimes permanently injured from slappings, spankings, and whippings. The old idea of punishment was, "Spare the rod and spoil the child." But the new idea of punishment is based upon the understanding and guidance of child nature. The child is not by nature bad, but simply needs direction.

Much better than punishment of any type is the wise use of praise and commendation. Many parents have found this a most effective method in developing desirable behavior responses in their children and in overcoming undesirable ones. Of course, praise and commendation should be used with judgment. They should be given to the deed and not the doer. This tends to develop an objective attitude on the part of the child. Punishment to be constructive should be undertaken in an impersonal manner. It should help the child to see the consequence or error of his act and also help him to wish to avoid repeating the act.

Parents should seek to avoid the need of punishment. Often when a child is naughty or disobedient there are reasons for it. Maybe too much is expected of him, especially when he has not been taught to be an independent individual who can do things for himself. Sometimes the child is tired and needs rest; or perhaps the parent is tired and anything the child does, annoys him. Frequently the child has not had sufficient outlet for his energy and needs something to do. In all of these cases, punishment is the poorest way of handling the child, as he is not personally in control of the conditions that made him act as he did. In each of these situations the need for discipline could have been avoided if the parent had been wise. Every parent should be interested first of all in developing self-control and self-reliance in his children. When this is the case, his efforts will be focused in arranging matters so the child will be moved to do things for himself rather than having them

done for him. Right behavior will also be fostered, and desirable ends will be made possible. Before attempting to make the decision for a child, parents might well ask themselves these questions: "Is intervention necessary?" "If we stay out of the picture, will there be any harmful consequences?"

Frequently it is better to do nothing than to do the wrong thing simply to meet the occasion somehow or other. Some suggested guides for parents in meeting the problems of discipline are offered:

1. Parents should not be oversolicitous about their children.
2. Parents should not use love as a means of discipline.
3. Parents should not dominate their children's lives.
4. Parents should allow their children to grow up and not baby them too much.
5. Parents should not give their children all they ask for.
6. Parents should not bribe, cheat, or threaten their children.
7. Parents should not talk about their children before them.
8. Parents should be warm and affectionate and not cold and repelling.
9. Parents should be courteous to their children at all times.
10. Parents should not argue about discipline before their children.
11. Parents should not seek to relive their own lives in their children.

Certain useful and constructive disciplines are worthy of wider use. Work that is meaningful and not just "busy work" has such value. It involves acceptance of responsibility, ability to plan and initiate action toward a given end, the maintenance of standards, the capacity for sustained endeavor and that "stick-to-it-iveness" which all employers prize. The part of the adult in making the work experience truly a discipline may be in teaching him a skill or setting an acceptable standard. It may be in helping the child see the meaning of the work undertaken by understanding its relation to something much larger. For example, the boy who enters a 4-H Club Calf Club comes to think of his project as showing what the value of blooded stock is on a farm and what the

costs of raising 10 head of cattle are. He comes to think of the sources of loss he has observed in his feeding project as accounting for certain problems in agriculture. His work has brought him skills, understandings, and appreciations. In some regards the project shared also in a second source of discipline—it brought not only satisfaction in work but expression of loyalty to a cause. In this case the loyalty was to improved living in rural homes.

The Future Homemaker or the Girl Scout Troup offers similar opportunity for sound discipline. Some of the values come from the discipline of the group. This is sometimes expressed as “Diamond cut diamond.” Some of the values come from the worth of the subject matter covered in the program, some from the loyalty pledged to a cause, some from the sense of the group, and some, also highly valuable, from experience with democratic sharing and serving.

Perhaps the best discipline is that experienced as a member of a family who desire to make the life of the family group afford each member a satisfying experience in democracy. A person who shares in the give and take of family life in an atmosphere of mutual affection, consideration, and encouragement has had fine experience in the practice of the theory of democracy.

For your thinking and doing

1. A three-year-old girl refuses to do what her mother asks her to do. What suggestions have you for what she should do? Why may the child be acting in this way?
2. Describe a well-disciplined child that you know; a poorly disciplined one. How may the parents be responsible for the development in each child?
3. Do parents ever teach or encourage naughtiness in their children? How?
4. Evaluate various forms of punishment used with little children by parents you know.
5. Give examples of useful and constructive disciplines that parents should use in guiding their children.

Problem 5. **How do music, literature, and art contribute to the child's learning?**

Music, literature, and art have much to offer the child. They are enjoyable for their own sake and are also valuable aids in his education. If given an opportunity, children begin early to enjoy music and to find friends in stories and pictures. Through music, literature, and art, the finest personal qualities, such as loyalty, sympathy, and courage, may be developed. The awakening of worthwhile purposes and ideals often may be traced to the influence of one or more of these means of learning. Music, literature, and art have long been man's way of describing his actions and expressing his innermost feelings. By means of these, others may know of what man has done. Individuals may come to a better understanding of themselves through these expressions of personal experiences and reactions. Ideals of conduct may be suggested that are more effective than all the commands or "don'ts" ever said. Children should be encouraged to find enjoyment in music, literature, and art.

The child early becomes interested in music. Usually his first contact is with the lullabies that his mother sings to him. One of the most popular of these is "Rock-a-bye Baby." Mother Goose Rhymes and Jingles set to music are enjoyed by little children even before they are in the toddling stage. Music games follow these sentence songs. They train the child's ear for harmony, they develop his sense of rhythm, and they give him a feeling of joy and happiness. They also give him opportunity for acting when he imitates and dramatizes the various types of actions.

There are many music games written for little children. What is more fun for a child than to play and sing the following games? "Mrs. Pussy Sleek and Fat," "Ring Around the Rosy," or "Little Jack Horner." Phonograph records of these games, as well as many others, are now available. Music without words may also be used. Various games can be played to waltzes, marches, and even polkas. Here again records can be used to furnish the music. As the child becomes older his contacts are with less simple music. Even if the mother is not a musician, it is possible by the use of the phonograph



Better Homes and Gardens magazine, photo by Wesley Bowman

Caroling is as much fun in the days of streamlining as in olden times.

and the special hour for children on the radio to aid in the child's musical education. It is interesting to watch children begin to love good music through familiarity with it. Whether one plays the piano or uses the phonograph or radio, the children should hear some of the world's best music. "Childhood Scenes," by Schumann; "To a Wild Rose," by MacDowell; "The Butterfly," by Grieg; and selections from "Il Trovatore," "Faust," and the "Nut Cracker Suite" are examples of music children learn to like. Cyril Scott's "Jungle Stories Suite," based on Kipling's stories, is a contribution from modern music. Contact with these masterpieces is always helpful. One little girl, when asked why she liked music, replied, "It makes me feel so happy when I hear it, and I just love to sing and sing."

Music is an important means of deepening memories and heightening emotional responses. The singing of "Noel, Noel" and "Silent Night" together with the members of the family as a part of the annual observance of Christmas causes these songs to carry a wealth of associations. Years and years later the words or the air will bring back the whole sense of satisfaction and pleasure of a Christmas at home. The familiar "Happy Birthday to You" brings back the memories of family festivity at birthday times in other years. Songs that express love of country and appreciation of its ideals have their part too in enriching our emotional lives. One's sense of identifying himself with many other people in a common loyalty is strengthened as he shares in singing songs of his country.

Most children do not have great musical talent. Many children, however, do have talent enough to learn to share in creating harmonious rhythm. Music thus offers the child another means of contributing to group activity and life. In other lands the wide interest in folk music is an expression of the enjoyment people find in singing and playing together. In our own country, school orchestras, bands, and choruses are finding general acceptance because they provide for shared experiences in music. Developments from them may continue far into adult life.

Stories and books are valuable aids in learning. Where is the child who does not love a story? All of us have heard again and again, "Please tell me a story." Stories are one of the most im-

portant means of educating the child. They are his first introduction to literature. Even after he is able to read for himself, many a child still loves a well-told story. Literature is filled with delightful tales that bring a new world to the child, acquainting him with new people and helping him to develop ideas of human value, standards of human conduct, and appreciations of the way people react to situations. We are told that literature is all that man has thought and felt or created. By reading, then, we are not only brought to see the beauty and splendor of the world but are taught to share in the experi-

ences of others; hence, we come to increased understanding. Literature brings escape from our humdrum world. It relieves tension and affords us an emotional outlet that we should value highly. We learn to sympathize with people in stories we read and thus gain an enlargement of our own experiences and a widening knowledge of people. A book or story covers a span of years and shows relationships between the motives and attitudes of people and their actions and the events to which these may lead. Thus it gives an orderly, understandable, cause-and-effect pattern which helps us to see the meaning of some part of our life which may be like that in the story.

The value of books has been well phrased in this small poem by Emily Dickinson:

There is no frigate like a book
To take you lands away,
Nor any coursers like a page
Of prancing poetry.



Samuel Mysliss

"Tell us a story" is a familiar plea from children.

This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul! ¹

Stories may be told and books may be read to the child before he is able to read for himself. However, as soon as he is able he should be encouraged to read for himself, and books suitable for his different stages of reading development should be provided for him. Books are now available that make it possible for the child of any age to enjoy good literature.

A book list is helpful in choosing books for the young child. One of the common questions asked librarians by mothers is this: "What are good books for little children?" A list of this type of books is given here. ²

MOTHER GOOSE AND NURSERY RHYMES

Little Mother Goose. Jessie Wilcox Smith. Dodd, Mead and Co.

Mother Goose. Kate Greenaway. Frederick Warne and Co.

A Picture Book of Mother Goose. Berta and Elmer Hader. Coward-McCann, Inc.

Picture Books, Numbers I, II, III, IV. Illustrations by Randolph Caldecott. Frederick Warne and Co.

Real Mother Goose. B. F. Wright. Rand McNally and Co.

Ring o'Roses. Illustrations by L. Leslie Brooke. Frederick Warne and Co.

The Rooster Crows. Illustrations by Maud and Miska Petersham. The Macmillan Co.

Sugar and Spice. Rose Fyleman. Albert Whitman and Co.

Tall Book of Mother Goose. Feodor Rojankovsky. Harper and Brothers.

¹ From *The Poems of Emily Dickinson*, edited by Martha Dickinson Bianchi and Alfred Leete Hampson. Reprinted by permission of Little, Brown and Company, Boston.

² Suggested by Ruth G. Gagliardo, Editor of the Children's Bookshelf of the *Kansas Teacher*.

A B C PICTURE BOOKS

A B C Book. C. B. Falls. Doubleday and Co.

A B C Bunny. Wanda Gag. Coward-McCann, Inc.

A B C for Every Day. Helen Sewell. The Macmillan Co.

POETRY ALL ALONG THE WAY

A Child's Garden of Verses. Robert Louis Stevenson. Charles Scribner's Sons.

Poems of Childhood. Eugene Field. Charles Scribner's Sons.

Silver Pennies. Selected by Blanche J. Thompson. The Macmillan Co.

Sing-Song. Christina Rossetti. The Macmillan Co.

Tirra Lirra. Laura Richards. Little, Brown and Co.

Very Young Verses. Selected by Geismer and Suter. Houghton Mifflin Co.

When We Were Very Young. A. A. Milne. E. P. Dutton and Co.

RELIGIOUS BOOKS

The Christ Child. Illustrations by Maud and Miska Petersham. Doubleday and Co.

A First Bible. Illustrations by Helen Sewell. Oxford University Press.

Prayer for a Child. Rachel Field. Illustrations by Elizabeth Orton Jones. The Macmillan Co.

Small Rain. Bible verses selected by Jessie Jones. Illustrations by Elizabeth Orton Jones. Viking Press.

SONG BOOKS

Keep Singing, Keep Humming. Margaret Bradford. William R. Scott, Inc.

Sing for America. Opal Wheeler. E. P. Dutton and Co.

Sing for Christmas. Opal Wheeler. E. P. Dutton and Co.

Singing Time. Satis Coleman. John Day Co.

FOR THE BABY

Animals Baby Knows. Saalfield Pub. Co.

Book of Trains. Samuel Gabriel Sons and Co.

Cloth Book Number I (Familiar Objects). Illustrations by Leonard Weisgard. Holiday House.

Cloth Book Number II (Zoo Animals). Illustrations by Glen Rounds. Holiday House.

Farm Yard Friends. Samuel Gabriel Sons and Co.

FOR THE TWO-TO-THREE-YEAR-OLD

First Picture Book. Mary S. Martin. Harcourt, Brace and Co.

Johnny Crow's Garden. L. Leslie Brooke. Frederick Warne and Co.

The Little Auto. Lois Lenski. Oxford University Press.

Noisy Book. Margaret W. Brown. William R. Scott.

Peggy and Peter. Lena Towsley. Farrar, Strauss and Co.

Saturday Walk. Ethel Wright. William R. Scott.

A Tale of Peter Rabbit. Beatrix Potter. Frederick Warne and Co.

Too Big. Ingri and Edgar D'Aulaire. Doubleday and Co.

FOR THE THREE-TO-FOUR-YEAR-OLD

Angus and the Ducks. Marjorie Flack. Doubleday and Co.

Ask Mr. Bear. Marjorie Flack. The Macmillan Co.

Bobbie and Donnie Were Twins. Esther Brann. The Macmillan Co.

Little Fireman. Margaret W. Brown. William R. Scott.

Millions of Cats. Wanda Gag. Coward-McCann, Inc.

Snipp, Snapp, Snurr and the Red Shoes. Maj. Lindman. Albert Whitman and Co.

Story of Little Black Sambo. Helen Bannerman. J. B. Lippincott Co.

There Was Tammie. Marguerite Bryan. Dodd, Mead and Co.

Who Likes the Dark? Virginia Howell. Howell, Soskin and Co.

FOR THE FOUR-TO-FIVE-YEAR-OLD

Country Bunny and the Little Red Shoes. DuBose Heyward. Houghton Mifflin Co.

Dash and Dart. Mary and Conrad Buff. Viking Press.

Farm Stories. K. and B. Jackson. Illustrations by Tenggren. Simon and Schuster.

Golden Goose Book. L. Leslie Brooke. Frederick Warne and Co.
Just So Stories. Rudyard Kipling. Doubleday and Co.
The Little House. Virginia Lee Burton. Houghton Mifflin Co.
Little Tim and the Brave Sea Captain. Edward Ardizzone. Oxford Univ. Press.
Make Way for Ducklings. Robert McCloskey. Viking Press.
Story of Babar. Jean de Brunhoff. Random House.

COLLECTION OF STORIES

Here and Now Story Book. Lucy Sprague Mitchell. E. P. Dutton and Co.
Told Under the Blue Umbrella. Ass'n for Childhood Education. The Macmillan Co.

BOOKS ABOUT CHILDREN'S BOOKS

Bequest of Wings. Annis Duff. Viking Press.
First Adventures in Reading. May L. Becker. J. B. Lippincott Co.
Reading with Children. Anne Eaton. Viking Press.

Much use should be made of good pictures. Just as literature reveals to the child what man has thought, felt, and created, so do well-chosen pictures. From these the child may learn enjoyment of line, color, and form. Textures, too, may come to be significant to him. More than this, he comes to see values that the artist saw, and to feel these become a part of himself. Leaders in medieval days made much of teaching through pictures. The stained glass windows in the churches told stories of the Bible and of saints and martyrs. The tapestries hanging on the walls of the parish house and town hall were woven to convey a myth or legend which taught the worth of courage and devotion to duty or some other trait regarded as desirable. Paintings, too, were used for these purposes. The dignity and the sweet motherhood of the Virgin Mary and the charm of her Son were themes. Painters also turned to their own times for subjects that would show what people were doing and what ideas and ideals they held. Today when more of the people can read and write, they can obtain information from



Topeka, Kansas, City Schools

A small motion-picture projector that children can use with some help from adults makes possible pleasant entertainment without overstimulation.

books, magazines, and newspapers. Ideas are also conveyed to them by the radio. Even so, the enjoyment of pictures and a feeling of need for them remains with us. What evidence of this have you seen? Have you ever noticed how children and even adults prefer books with pictures? A small child will look at a picture and name the objects one by one as he discovers them.

Pictures suitable for the child should be chosen, and he should be given an opportunity to become acquainted with them. They have much the same place in his education as do stories and books. Often pictures can be used in connection with stories and books and an interest in art developed at the same time that it is in literature. Books such as "Pictures Every Child Should Know" by Dolores Bacon (Grosset and Dunlap) are excellent for this purpose. Appreciation of art comes not through reading a book on the beauty of some picture or collection but through daily associa-

tion and thoughtful contact with beautiful pictures over a long period of time.

Many children enjoy motion pictures. These may or may not be a valuable means of education, according to the type viewed. Have you ever watched the people pour out of the motion-picture theater after a show and noted the number of children in the crowd? Perhaps you looked at the picture that was advertised and wondered what they would find in it to interest them. You may have even felt that the picture was a poor one for an audience of children. Many fine pictures are being produced, but because of the practices of block booking and blind selling followed in their distribution, children do not always have the opportunity to see them. A good motion picture may provide interesting experiences in music, literature, and art and contribute to the development of all of the finer qualities of the child's nature and add to his experiences. There is also an educational value to a good film that is akin to that of travel. Unfortunately many pictures are vicious, horrible, or vulgar. Some parents think all motion pictures are bad and do not allow their children to attend any performance. Such parents say:

1. The pictures present extravagance attractively.
2. The pictures teach that you bluff and succeed.
3. The pictures make bad character traits appear interesting and desirable.
4. The pictures present crime and law violation in such detail as to encourage wrongdoing.
5. The pictures are unduly exciting and lessen the child's enjoyment of reading and home environment.

The wise parent will not forbid his child to attend the motion picture theater but will help his child choose carefully the pictures he is to see. Parents should be interested in seeing that their children see good films and should do their part in making this possible. In general, the younger children like best motion pictures that have action, that have intelligent animals, or that present a certain amount of slapstick comedy. They also like motion pictures that show what other children do. Many organizations and

magazines are helping parents and children in the choice of movies by reviewing and rating the new films as they come out. They even indicate for what age-group the film is best suited. Most parents agree that the number of motion-picture shows attended should be limited. A rule often given school children is, "No night movies on school days, and usually not more than one a week." Many families have such a ruling for the sake of the child's well-being.

Enjoyment of form and color should be developed early in the child along with the satisfying of his creative urge. If you observe a little child for a while, you soon notice that he prefers certain objects to others and enjoys certain colors more than he does others. Sometimes this preference for an object is due to its shape or form. He will like a certain garment because of the color of the material or the trimming. Red is one of the first colors recognized by the child, and many children always prefer red and pink. Studies are being made of the reaction of children to form and color. In a few years we may know more about this subject. Even now we know that nothing gives a three- or four-year-old child more real pleasure than a box of colored crayons and some paper. Much valuable education will come through their use. It is best provided by encouraging the child to draw what he wants to and as he wants to, and then having him tell what he has drawn; not by telling the child how to draw. Skill in drawing will come later. Encouragement in the use of the pencil, crayon, or color in his own way is the first step toward the enjoyment of form and color.

For your thinking and doing

1. Select and sing several songs suitable for young children of different ages. Discuss why the songs are desirable ones.
2. Play a phonograph record that a young child would enjoy. Decide how it could be used as a means of learning.
3. Select singing games for young children. Play one or more of these games and decide what children might gain from such an activity.
4. List certain songs that were sung in your home at Christmas; Thanksgiving; birthdays. Which ones are your favorites? Why?
5. Read or tell a story selected for a given age preschool child. Rate

the story as poor, fair, good, or excellent. Do the same for the reading or telling.

6. Select one or more pictures that a preschool child of a given age would enjoy. Judge these for intended purpose and use.

7. Evaluate drawings and paintings of young children. What did the children learn in making these?

8. What motion pictures have you seen recently that you would recommend for a four- or five-year-old child? At what age would you recommend a child be taken first to the movies?

Problem 6. What does the child learn from nature?

Next to his experiences in his home, the child receives his greatest learning experiences from nature. Here he comes to know the trees, the birds, the flowers, and the water. He sees growth and change each day and comes to see cause and effect in simple relationship. The open air offers him health, recreation, and freedom. Even the rocks and stones tell him a story of strength and constancy. We are all familiar with these lines from "Thanatopsis," by William Cullen Bryant, that so beautifully express this contribution of nature:

To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware.

No child would phrase the matter of his response to nature in this way. However, he would know he likes the peace, the calm as well as the action that the material world about him shows.

Fortunate indeed is the child who has opportunity to become acquainted firsthand with the wonders of nature. He soon comes to realize the strength of nature and her laws and feel his dependence upon her. Through nature he sees his relation to the world.

The child learns to love life and living things through nature. He makes friends with the animals. In the spring he sees the bird build her nest in the tree. In the fall he watches the squirrel gather his food for the winter. The plant that grows and blooms interests him as does the spider spinning her web. As he becomes acquainted with these forms of life, he develops a deep affection for all living things, which enables him to be a kind and sympathetic individual. In them he sees more than the plant or animal itself. They take on new and different meanings that add to his enjoyment of life. Often in adversity many men and women have turned to nature as a means of keeping well balanced and gaining strength to meet situations courageously.

Through nature a good attitude toward life is developed. A study of nature helps the child form a scientific attitude in his thinking. He becomes observing and seeks to know the truth. He also learns respect for law and order from his contact with living matter. The story of nature is in sharp contrast with many of the motion-picture stories and those of the cheap magazines and books. In nature there is no intervening. The developments are reasonable. If there is no rain, there is no growth. If lightning strikes a tree, it is blackened and dies. The story of life is told by plant, bird, and insect, simply and truly. Superficial and showy things can scarcely become a part of one who has had a love of nature from childhood. Like the poet he, too,

Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.

From nature to history is often an easy step. Nature study is often the gateway to a study of history. The child becomes interested in the trees, and he wishes to know more about them; he becomes interested in the river, and he seeks to know how long man has known his valley. Here the child's trait of curiosity may lead to an interest in history that will bring him the story of the past. This may help him to a better understanding of the present.

Contacts with nature may be had in the country or in the town. Half a century ago our country was largely rural. Most boys and girls, then, had easy access to nature. Woods, streams, flowers,



St. Louis Public Schools

Learning something about flowers and plants gives young people an idea of the magnitude of nature's works.

trees, animals, birds, and bees were at hand to be studied. Advantages in knowing and understanding nature were evident in every day's living. There were cities, of course, but these did not stretch out over great areas of the country as they do today. Now we are more urban than rural. There are many children who live in crowded quarters of the city where they have no opportunity to see and know flowers, trees, birds, and bees, unless provision for this has been made. Most cities have parks, flower gardens, and zoos, but the city home should supplement such provisions as these with opportunity for the children to have gardens and pets.

A garden provides the child rich contacts with nature. A garden furnishes an outlet for his energy and an exhilarated feeling that comes from honest hard work. The odor of the fresh upturned earth and the feel of the cool, soft, pulverized soil brings one close

to reality. Looking for the first appearance of the tiny green plants, and watching their growth day by day bring a new interest to living. Caring for the growing plants and helping them come to maturity make the child feel a partnership with nature. Kipling phrases the advantages of a garden thus:

The Camel's hump is an ugly lump
Which well you may see at the Zoo:
But uglier yet is the hump we get
From having too little to do.

The cure for this ill is not to sit still,
Or frowst with a book by the fire;
But to take a large hoe and a shovel also,
And dig till you gently perspire.¹

A well-known teacher, Angelo Patri, makes this further comment about what a garden may mean to a child:

The gardening child will gather a certain feeling of balance, a sanity of outlook that will help him to face life with serenity when the irritations that are his daily lot confront him. A child used to fighting slugs, cutworms, aphids, drouth, flood, and pestilence in his garden will stand fast in the face of a trying day in school or a bad session on the playground. Tilling the soil and raising a garden always serve a double purpose. Character grows while plants are tended.

Anyone who plants a garden reaches a sort of secret agreement with life. A certain amount of labor spent in tending it, a certain pitting of one's self against the elements, and then the harvest. It is not a bargain of so much for so much; it is rather a sort of secret understanding which can never be put into words. The spirit of the gardener and the spirit of life merge and there is no parting them. Out of the partnership comes a harvest that is material to an extent, but

¹ Rudyard Kipling, *Just So Stories*, by permission of Messrs. A. P. Watt and Son, agents, and Doubleday, Doran and Co., Inc., publishers.



Georgia Agricultural Extension Service

Working with animals teaches patience.

spiritual beyond measure. It is here the treasure of the children's garden lies.

Will the practical side of the garden help your child? I say yes. It is practical to know that you cannot get something for nothing. It is practical to know that there is an immediacy in labor. It is practical to create beauty and to enjoy it. It is practical to help yourself with your own two hands and a bit of earth. The gardener is the most independent person alive, and the richest in the things that are most worth while. Beauty is practical. The house that has a lovely garden is worth more than the house that has an unkept yard. The family that owns a garden is healthier, happier, and richer than the one that has none.¹

The child who has no chance to have a garden in which to dig and work might well be encouraged to have a few flower pots or a porch box for growing flowers.

Children find much joy in pets. All sorts of animals make desirable pets. The most common ones are cats, dogs, rabbits, and birds, though squirrels, deer, goats, calves, sheep, chickens,

¹ From an article by Angelo Patri in *Better Homes and Gardens* magazine.

pigs, and even skunks are used for this purpose. The bond between the child and animal becomes strong; and each comes to know the other well. The child learns much about the animal and his characteristics. He also learns to assume responsibility for its care. The animal in a way becomes his playmate and in some instances his protector. He learns to be kind and considerate of his pet and to understand something of its needs and how they must be met. The child may be helped in his own habit formation through helping train the pet to form good habits. He sees the importance of this in the animal and is better able to understand why he should have good habits. The child who has never had a pet of any kind is missing a rich experience of life.

For your thinking and doing

1. Name the opportunities that you noted on the way to school today and yesterday for a little child to learn something.
2. Select suitable pets for young children of various ages. In each case what responsibility should the child assume for the pet?
3. What part could a four- or five-year-old child have in a garden?
4. Cite an example of what a child you know has learned from nature.
5. Marvin, age five, wants a dog very much. His mother says a dog is too expensive and requires too much care. She said also that a pet is a nuisance and that a boy is better off without one. To what extent is she right? To what extent is she making a mistake? How might a compromise be made in solving the problem?

Unit Activities

1. Observe one or more children, on one or more of the points listed below (A, B, C, or D). A separate record should be made for each child. In each case be explicit and exact in your statements. If you are interested in one phase more than another, choose that for your study. A better plan would be for you, with your teacher's help, to make an outline for your own particular observation. A suggested outline and instructions are given below:

GENERAL INSTRUCTIONS

The chief object of your observation is to give you a greater knowledge and better understanding of little chil-

dren. You can best gain this by (1) remaining in the background, giving no indication of amusement, making no comment, and starting no conversation with the children or with others; (2) locating your chair so you are not in the way of the children and not hiding any of the playthings; (3) not disturbing their activity by either your coming or going.

A. What does the child do?

1. How many different activities does he engage in during the period observed?
2. How long does he engage in each activity?
3. Does he play contentedly and satisfactorily with others?
4. Does he play contentedly by himself?
5. With whom does he play?
6. What toys does he use?
7. Does he imitate someone else, or do others imitate him?
8. Is he enthusiastic in his play?
9. When he changes from one play to another, what reason do you see for the change?
10. What appear to be his favorite play activities?

B. To what extent can the child help himself?

1. What personal care is he able to give himself?
2. What personal care that he should give himself is done for him?
3. Does he get out his toys?
4. Does he put them away?
5. Does he often ask, "Do this"?

C. How does he act toward other children? (Give specific example.)

1. Is he bossy?
2. Does he interfere with the play of other children?
3. Is he selfish?
4. Is he generous?
5. Does he show off?
6. Is he shy?
7. Is he irritable?
8. Is he quarrelsome?
9. Is he sympathetic?
10. Does he tease and annoy others?
11. Is he cooperative?



Better Homes and Gardens magazine

The washing of the windows is not so important as satisfying the creative urge.

D. What guidance measures did the teacher or mother use?

1. Did she give verbal instruction?
2. Did she tell the child to stop doing something? or,
3. Did she suggest he do something else?
4. Was corporal punishment of any type used? What? Was it desirable? What other means of discipline might have been used?

What conclusions do you draw concerning the characteristics of the child observed? What recommendations do you make concerning the guidance of the child?

2. Teach a preschool child or group to sing a song. Report your experiences.

3. Direct a group of young children in singing games. What did they gain from such activity?

4. Plan and put on a book exhibit for young children; a picture exhibit.

5. Plan and give a party for preschool children.

6. Read and tell stories to one or more preschool children for a given time. Report your experiences.

7. Assist at a church nursery or play school.

8. Act as a baby sitter for a given time and report your experiences.

9. Help a child learn to care for and play with a pet.

10. Help a child assume some work responsibility in the home.

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Unit 13 . . . The Community's Responsibility for Its Children

MOST children are members of a family which assumes the major responsibility for meeting their needs for growth, development, and education. In their life within the family circle their habits, attitudes, standards, and values are formed, all of which are important in determining their worth as family members and as citizens in the community. No matter how efficient a home may be in caring for the child's needs, they cannot be met by the home alone. There are certain things that cannot

be experienced and learned within the home. Many of these experiences are essential if the individual is to live successfully in a democratic society. They are provided by the school, the church, and the social life of the community. The community, state, and nation all have a responsibility in meeting these needs. All of these agencies outside the family must help provide for the development of children. Some families require more of this outside help than others, but all must have some. Because we are all members of the community, we need to recognize our responsibility to all children and to accept it in the same way that we do our responsibility to our own children.

There are many children for whom the community must assume full or almost full responsibility for growth, development, and education. All children are not so fortunate as to be under the influence of their own home and family for these. A large number are what we sometimes call special wards of the state. Though some of these children are homeless, some have good homes but have a handicap or defect which requires help from the outside to assist with their development and education. Included are orphans, cripples, mentally defective children, blind and deaf children, and socially maladjusted ones who need special help in learning to become worthy individuals. With the exception of the orphans, these unfortunate children need special attention and education which the regular schools are not prepared to offer. Adequate provision should be made for these children.

The well-being of all children—mental, physical, and social—is a concern of both the home and the community. It is not wise, or even safe, to say, “My interest is my own family. I have no time for the neighbor’s children.” That bad boy next door may be influencing your child in the worst possible way. We may feel that because our own children are protected and are not crushed by child labor, child labor is no concern of ours—but such is not the case. Disease that may accompany overwork in childhood is a community hazard, as is also the ignorance that it may cause. Whether we will or not, all of us have a responsibility toward all children that cannot be ignored. Whatever is good for our own children is good for all children and should be earnestly sought for them too.

Problem 1. Why has the community a responsibility for its children?

History tells us that for many centuries the child has been an object of concern by the society of which he was a part. The reasons for this interest have been varied and not always because of the child himself and his needs and interests. Beginning with the earliest times and even today in many countries, much of the interest in children has been because of the nation's need for soldiers. There is evidence, however, that in the past, as now, children have been loved for their own sake and some arrangement made for their personal welfare. Records show that in Babylon in 2800 B.C. some provision was made for widowed and deserted mothers and their children. The Spartans had strict rules about the care and education of children. Biblical accounts of the early Hebrew families show that their children occupied an important place in the home. The parents were required to bring their children up in a certain manner and to assist others less fortunate. The Roman Emperor Augustus in the year 14 paid a sum of money to any family who would rear an orphan. One of the first works of the early church was to establish orphanages. Giving aid to widows and orphans was then and still is considered a good thing to do. The interest of our community and nation in children is keener now than it ever has been. It is natural that such should be the case. Growth in an understanding of a democracy brings respect for all persons, including children. We desire strong individuals to make a strong country. Hence attempts are being made to meet the needs of America's children in a desirable way.

The community progresses through the quality of its members. Therefore the community is vitally interested in conserving and building membership of the highest quality. Such members are healthy, industrious, educated, and law-abiding people who are cooperative and interested in maintaining a good community. When these persons become adults, they can support themselves and their dependents in a satisfactory manner. To have citizens of such high quality means that education for these desirable characteristics must be begun when these persons are young children.

In making provision for the preparation of good community members, the following needs must be recognized as fundamental:

1. The child needs a good home.
2. The child's health should be safeguarded and protected.
3. The child should be given a chance for an education according to his ability and interests.
4. The child should be given an opportunity for both work and play.
5. The child should be protected from vice, immoral influences, and the evils of child labor.
6. The child should be given an opportunity for spiritual guidance and inspiration.



St. Louis Public Schools

**Good health for tomorrow's citizens
is a nation's wealth.**

From this it is easily seen that both the home and the community have a responsibility for the rounded development of the child. However, no matter how excellent the home may be, meeting many of these essential needs is beyond the realm of possibility for the home. For these the community, and in some instances the state and nation, must assume major responsibility. A good community comes only from good members and is never any better than those who make up its membership.

Some families are unable to provide for even the home needs of their children, and must be helped. Certain basic needs of children are generally recognized as being the responsibility of the home, but many parents are unable to provide adequately for these. The income may be insufficient. Ability to make effective use of the family's resources may be lacking. Illness in the family may be a deterring factor. Whatever may be the reason for the family's failure, the community must help if the children are to



Maine Development Commission

A place to play should be a "must have" in every community.

become useful citizens and not social liabilities. Though it may seem expensive to help homes provide their children with food, clothing, shelter, health, and home life, the cost may not be so great as that of caring for them in institutions because they were unable to become satisfactory members of society. Good family life is so important in the making of worthy individuals that the community is justified in helping in every way that it can to provide this for its children.

Many children are unfortunate and require help. This may be because they are alone and have no family to be responsible for them. They may have some special handicap which their family has been unable to overcome or surmount. The more unfortunate a child is, the more he needs the help and protection of the community. He needs help in becoming a useful citizen; he needs protection because he is handicapped and cannot take care of himself. One of the worst handicaps a child can have is to be without the influence and the protection of a good home. This may even be more serious than such physical handicaps as blindness or deafness. Sometimes financial aid makes it possible for the child's home to become a good home. Sometimes the home has so many defects that financial aid seems to be wasteful of money and of the child's future. The community will find it necessary to provide the next best thing. This may be done by paying for the child's

living in another home which seems to give him a good environment. In some cases the child may need care not readily available in an ordinary home. Then the community and state need to provide wholesome living in institutional homes and schools.

Educational opportunities are needed by these less fortunate children. They, too, must have a chance. Because many handicapped children cannot be cared for in the regular schools, and private schooling is usually found to be too expensive for their families, the community is faced with a difficult problem. Usually it is necessary for the state, and sometimes the nation, to help provide the needed educational facilities for these children. The world is full of people who have overcome handicaps of some type or other and are making a success of their living. Some have actually achieved greatness. We all marvel at the accomplishments of Helen Keller. Suppose there never had been an opportunity for her? A cripple or a blind man begging on the street suggests the comment, "That person might be doing some worth-while work in the world if he had only been given the right kind of opportunity."

There are many lines of work for which deaf, blind, and crippled children can be prepared. This is true even for those who do not have a high quality of mental ability. It is to the community's interest that all of these handicapped children have an opportunity to learn and develop according to the best of their capacities. This may mean special classes and even special schools. Similarly, the socially maladjusted child, or the delinquent, who has difficulty in learning to conform to the rules and conventions of society, must be helped. He, too, may need special schools directed toward relating him to life.

Unless given the proper care and guidance, these less fortunate children may become community liabilities. Everyone who fails to develop into a self-supporting and law-abiding citizen definitely becomes a community liability. Neglected and unfortunate children have a greater chance of becoming persons of this type. The community profits by preventing any of its children coming to such an end. It is desirable to give proper care to children because they need help and we are interested in them. It is wise to give

them proper care just from an economic standpoint. Our asylums and penal institutions are filled with thousands of people who are now economic as well as social liabilities. Many of these might have been assets had they been given the right opportunity in childhood. We would do well in this country to spend more time, effort, and money in preparing our children to become worthy community members rather than to spend so much in trying to remake them later.

For your thinking and doing

1. Name some recent evidences of interest in children shown by your community; your state; the United States.

2. List all of the organizations in your community that are interested in the welfare of children. Find out what each proposes to do in the interest of children.

3. Cite the successful achievement of some person who was handicapped by a serious physical defect.

4. Decide what your community should do in the interest of its children; your state.

5. Mr. Howard made a strong protest when he was not allowed to mistreat a boy of ten who was living in his home. He wanted to know who was responsible for all of the laws making things so "easy" for children. How would you answer him? Are things easy for children? Why?

Problem 2. What can the community do about the environment of its children?

The community's responsibility for environment is based upon an interest in its members which begins with the child. Sincere and wholehearted though it is, the interest of the community in the child is entirely different from that of the home and family and is based on a different reason. The family loves the child as a person and desires for him all that will contribute to his happiness and success in life. The community sees in the child the future citizen. The wise community realizes that the community of tomorrow will be no stronger than its citizens and therefore desires to make its future safe. A lawbreaking, idle, or ill citizen is an economic liability and a social menace against which the com-



National Safety Council

The school encourages children to share in festive occasions observed by the community.

munity must guard itself. The community must protect the life and health of its children and take all possible measures to secure their development into social and economic assets for the future. Thus good environment for the community's children means good environment for the adults.

The community can help the home provide a good environment for its members. Important as the home is in providing a good environment for its members, the responsibility is so great that help is needed. Here the community has an important part. By their very nature some of the requisites of a good environment—provision for formal schooling, protection from vice and immoral conditions, and opportunity for helpful social relations outside the family group—cannot be provided by the home. Most of the requisites can only be attained through the efforts of the family and others working harmoniously together. Even in those responsibilities that are generally recognized as belonging entirely to the home, help is often needed. The home may need help in

providing mental and moral guidance. The schools, the church, the playgrounds, the clubs, and the juvenile court and its probation officers are all means through which the community may help the home. The family may need special information. Adult classes in homemaking are offered to furnish help in this line. The local home economics teacher gives assistance too. In many states, practically every county has a home demonstration agent whose duty it is to be of service to the rural homemaker. The federal government maintains the Bureau of Human Nutrition and Home Economics and the Children's Bureau through which printed information is available. A low income may make it necessary for the community or county to aid the family in order that the children have adequate food, shelter, and clothing. Economic pressure may send the children out of the home to earn their living. The state and federal governments must then safeguard the children by rigorously enforced laws that will protect them from excessive toil and exposure to harmful influences.

The community must give adequate protection to its children. This means that the community must safeguard their physical well-being so that they can grow into strong and healthy adults. In doing this, both preventive care and curative care are necessary. Safeguarding health is no small responsibility. It may include providing safe and adequate food, pure water, satisfactory living quarters, or even clothing. It may include periodical health and dental examinations, the correction of remediable defects—such as removal of diseased adenoids and tonsils and the supplying of glasses to bring normal vision—and protection from contagious diseases.

The community must protect children from hazards that are likely to harm them in any way. Toil and effort beyond their strength or situations that subject them to dangerous working conditions should not be permitted by the community. Neither should they be permitted to live where vice and immorality exist. The community should see that good traffic rules and regulations are made and observed so that all may cross the street with some measure of safety.

The community has a responsibility in providing education and recreation. The community is directly responsible for providing



National Safety Council

These children are learning the rules of the game on the school playground.

free educational opportunities to its members. Good schools are an indication of a good community. Our forefathers in the beginning of our nation established the school as a community responsibility, and so it still remains. The community desires that its children be educated so they may become intelligent citizens.

We are beginning to realize that recreation goes hand in hand with education and that the community has a responsibility in furnishing good, wholesome recreation. Playgrounds, parks, and swimming pools are all expressions of this attitude. In many localities the playground supervisor is in the regular employ of the school. A mayor in a Midwest town was asked if the city was justified in expending so much for a free community pool, to which he replied, "Most assuredly. We have fewer boys on our streets and in our courts. We believe we are giving them opportunity for wholesome and constructive recreation."

The community must help identify its members as persons. When the newborn babe is given the name by which he will be

Milbern James Rust		Cortelyou	
FULL NAME OF CHILD		MAIDEN SURNAME OF MOTHER	
2. PLACE OF BIRTH <u>San Francisco</u> CITY AND COUNTY OF <u>SAN FRANCISCO</u> <small>IF OUTSIDE CITY OR TOWN LIMITS WRITE RURAL</small>		3. USUAL RESIDENCE OF MOTHER (A) LENGTH OF RESIDENCE IN CALIFORNIA. <u>6</u> YEARS MONTHS DAYS (B) STATE <u>California</u> (C) COUNTY <u>San Francisco</u> YEARS MONTHS DAYS (D) CITY OR TOWN <u>San Francisco</u> YEARS MONTHS DAYS <small>IF OUTSIDE CITY OR TOWN LIMITS WRITE RURAL</small>	
(C) NAME OF HOSPITAL OR INSTITUTION <u>University of California Hospital</u> <small>IF NOT IN HOSPITAL OR INSTITUTION GIVE STREET NUMBER OR LOCATION</small>		(D) STREET AND NUMBER <u>2255 North Point</u>	
(E) MOTHER'S STAY BEFORE DELIVERY: <u>16 hours</u> THIS COMMUNITY <u>6 months</u> <small>SPECIFY WHETHER YEARS MONTHS OR DAYS</small>			
4. SEX <u>Male</u>	5. TWIN OR TRIPLET <u>0</u> IF SO—BORN 1ST <u>0</u> 2D <u>0</u> 3D <u>0</u>	6. NUMBER OF MONTHS OF PREGNANCY <u>9</u>	7. DATE OF BIRTH <u>June 28 1940</u> <small>MONTH BY NAME DAY YEAR</small>
FATHER OF CHILD		MOTHER OF CHILD	
8. FULL NAME <u>John Howard Rust</u>		15. FULL MAIDEN NAME <u>Mary Josephine Cortelyou</u>	
9. COLOR OR RACE <u>White</u> 10. AGE AT TIME OF THIS BIRTH <u>30</u> YEARS MONTHS DAYS		16. COLOR OR RACE <u>White</u> 17. AGE AT TIME OF THIS BIRTH <u>29</u> YEARS	
11. LENGTH OF RESIDENCE IN CALIFORNIA <u>30</u> YEARS MONTHS DAYS		18. BIRTHPLACE <u>Manhattan, Kansas</u>	
12. BIRTHPLACE <u>Many, Louisiana</u>		19. USUAL OCCUPATION <u>Housewife</u>	
13. USUAL OCCUPATION <u>Army Captain</u>		20. INDUSTRY OR BUSINESS <u>Own Home</u>	
14. INDUSTRY OR BUSINESS <u>Fort Mason</u>		22. MOTHER'S MAILING ADDRESS FOR REGISTRATION NOTICE	
21. CHILDREN BORN TO THIS MOTHER:		<u>Mrs. John Rust</u> <u>2255 North Point</u> <u>San Francisco, California</u>	
(A) HOW MANY OTHER CHILDREN OF THIS MOTHER ARE NOW LIVING? <u>1</u>			
(B) HOW MANY OTHER CHILDREN WERE BORN ALIVE BUT ARE NOW DEAD? <u>0</u>			
(C) HOW MANY CHILDREN WERE BORN DEAD? <u>0</u>			
23. I HEREBY CERTIFY, THAT I ATTENDED THE BIRTH OF THIS CHILD WHO WAS BORN ALIVE AT THE HOUR OF <u>8:28 a.m.</u> ON THE DATE ABOVE STATED AND THAT THE INFORMATION GIVEN WAS FURNISHED BY <u>Mrs. John Rust</u> RELATED TO THIS CHILD AS <u>mother</u>			
24. DATE RECEIVED BY LOCAL REGISTRAR <u>Jul 2 1940</u>		ATTENDANT'S OWN SIGNATURE <u>C.T. Hayden</u>	
25. REGISTRAR'S SIGNATURE <u>J.C. Geiger</u>		M.D., MIDWIFE OR OTHER <u>M.D.</u> DATE SIGNED <u>7-1-40</u>	
26. GIVEN NAME ADDED _____ DATE _____ DY. _____ REGISTRAR _____		ADDRESS <u>Univ. California Hospital</u>	
27. (A) PREGNANCY, COMPLICATIONS OF: <u>no</u>		(E) DID THE BABY HAVE ANY CONGENITAL MALFORMATION? <u>No</u> DESCRIBE: <u>0</u>	
(B) LABOR, COMPLICATIONS OF: <u>None</u>		BIRTH INJURY? <u>No</u> DESCRIBE: <u>0</u>	
(C) WAS THERE AN OPERATION FOR DELIVERY? <u>Yes</u> STATE ALL OPERATIONS: <u>Caesarian section.</u> YES OR NO		(F) WAS A SEROLOGICAL TEST MADE FOR SYPHILIS IN THIS MOTHER? <u>Yes</u>	
(D) WAS A PROPHYLACTIC DRUG USED IN THE BABY'S EYES? <u>Yes</u> IF YES STATE DRUG <u>AgNO₃ 1%</u> YES OR NO		IF SO, AT WHAT PERIOD OF GESTATION? <u>3</u> MOG	
		IF NOT WHY NOT? <u>0</u>	

STATE OF CALIFORNIA
DEPARTMENT OF PUBLIC HEALTH

CERTIFICATE OF LIVE BIRTH

U. S. DEPT. OF COMMERCE
BUREAU OF THE CENSUS

A certificate of live birth, with the newborn baby's name and all details of the birth, is given to the parents a few days after the child is born.

known from this time on, the first step in establishing him as a specific person has been taken. However, this is not enough. The community needs to take recognition of him and help further in the matter. For this reason, laws requiring birth registration have been enacted in all of the states. Within a few days after birth the child is registered, and a certificate, made out in his full name attesting to his birth and related facts, is given to his parents. He has become very definitely a person legally recognized by the community. The United States Bureau of Census has been chiefly responsible for securing the enactment of birth registration laws in the various states. Some years ago (1915) this agency established in this country what is known as the birth registration area. A state

belonged to this area if 90 per cent of the births were registered. All states now belong to it.

Many reasons are offered for birth registration. A few are listed below. Perhaps you can think of others.

1. To establish identity, parentage, and/or nationality.
2. To establish age for school attendance, military service, and/or marriage.
3. To enforce the laws regarding school attendance and child labor.
4. To establish rights to inheritance, voting privilege, and/or rights to social security benefits.
5. To hold public office.
6. To obtain certain jobs and/or a passport.
7. To give accurate knowledge of the number and ages of citizens.

You may have known an instance in which a person needed a birth certificate. It is a very common occurrence these days. In many of our large cities children first starting to school must bring a birth certificate before they are permitted to enter. Parents should obtain a birth certificate for their baby within a few days after his birth. Birth registration furnishes one of the most important means of studying infant mortality, as it gives facts on which death rates can be computed. Upon the information thus supplied, communities adopt preventive measures.

Lessening infant mortality is a responsibility. By "infant mortality" we mean the number of deaths of children under one year of age. It is usually expressed as the number of deaths in proportion to one thousand live births, and this is called the infant-mortality rate. A community that has a high rate shows that its environmental conditions are not what they should be. Infant mortality is due to many causes. Prenatal influences are probably the greatest, as the most deaths occur during the first month of life. Digestive disturbance, respiratory infection, and other communicable diseases take their share. The death of infants is wasteful—in life, in time, and in money—and everything possible should be done to



Wide World

Democracy means more today than ever before. The Statue of Liberty, which stands on Bedloe Island in the harbor of New York City, symbolizes the democratic spirit of the people of the United States.

insure its decrease. New Zealand has a low infant-mortality rate: thirty-one deaths in one thousand births. Chile has a high rate: one hundred and ninety-four deaths in one thousand births. In the forty-five years preceding 1945 the rate in the United States dropped from one hundred and seventy to thirty-eight and three-tenths deaths per thousand births, a decrease that represents a great achievement in the prevention of the needless waste of life.

The community should prepare for citizenship in a democracy. The continuance of our democracy depends upon the acceptance by each incoming group of voters of the ideals of citizenship and concepts of government held by the "fathers of our country." Truths held by them to be self-evident need to be emphasized anew as they are passed on as a social heritage. Democracy must be understood as characterized by the belief that "every human being is entitled to life, liberty, and the pursuit of happiness." It expresses belief in the dignity and worth of the individual and in the fact that there need not be conflict in the good for a person and the good for the state. Unless the community prepares its citizens to participate in such a government, our American way of life is endangered.

The community contributes to the individual's choice of values. Each person desires a scale of values that will help him to appraise and to decide what type or kind of actions are most desirable, what sort of person he would like to be, and what sort of society he wishes to see develop in this land of ours. Before he is matured enough to create such a scale for himself, he tends to accept for his guidance the values esteemed by the community. The values are presented in the codes received at school and in such organizations as the Future Homemakers of America, Future Farmers of America, 4-H Clubs, Camp Fire Girls, Y-Teens, Girl Scouts, and Boy Scouts.

For your thinking and doing

1. Give examples of instances in which a person needed a birth certificate. If he did not have one, how did he obtain one?
2. Find out how many in your class have birth certificates. If possible, compare several of these certificates.

3. Decide whether your community is a desirable place to rear children. Give reasons for your decision.

4. Study the creeds of several girls' and boys' organizations. What values are they trying to hold? How will these creeds help the members?

Problem 3. What provision is made for the less fortunate children?

Providing for the less fortunate children is a responsibility which few communities can take care of adequately by themselves. It is generally regarded now as one in which the state and nation give much help in a large way or else take over entirely. All states make some provision for these children. Our national government, through the Federal Social Security Act also helps the states in this responsibility by providing for federal grants to states to be used for aid to dependent children, maternal and child health services, services for crippled children, public health work, vocational rehabilitation, and aid to the needy blind. The act specifies the conditions under which the money will be granted and used and what the state must do to obtain it. Each state makes its own laws in regard to the care of their less fortunate children, and a wide variation is found in their provisions. The Federal Social Security Act, however, has tended to make for more uniformity, since certain minimum standards must be met. Some states make much better provision than do others. Some states require that those in charge of the program for these handicapped children be persons that are specially educated and prepared for such a responsibility. Other states overlook entirely this important measure. One state places so much value upon home life for children that the state builds cottages and cares for its dependent children in family groups. Another state attempts to place its neglected and uncared-for children in suitable homes which are supervised by the state bureau of child welfare. In either of these plans the state furnishes the funds for such provision. Many of the less fortunate children can be cared for only in institutions far away from their homes and families. This makes for numerous problems in providing a satisfactory



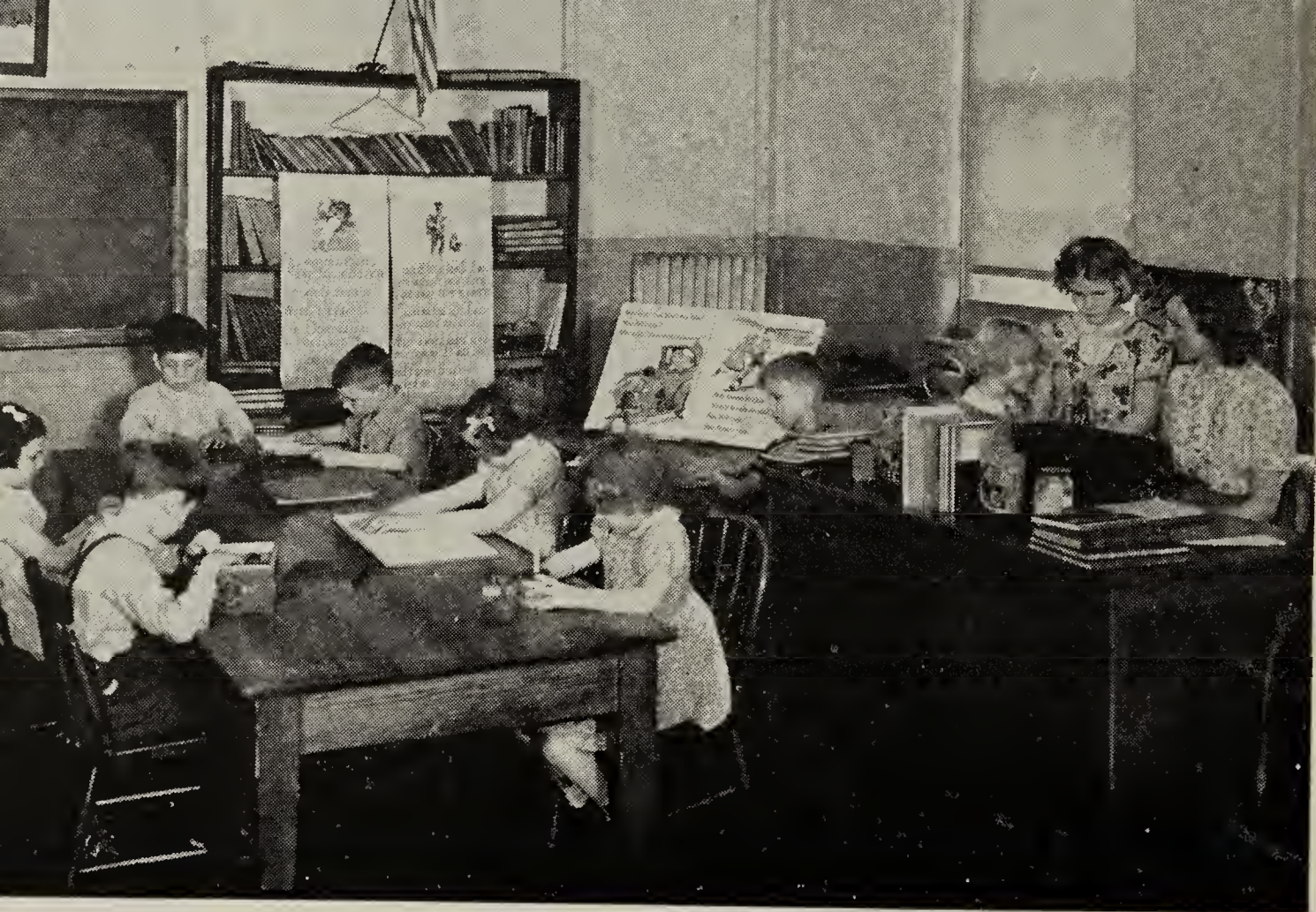
Missouri School for the Deaf

Deaf children appreciate the broad educational program provided for them.

substitute for their need of home and family living. No matter how far the provision of any state may be from the ideal, it has come a long way since the time—not so far in the past—when orphans, paupers, criminals, and mentally deficient were alike thrown into the same prison.

Defective children need special care. By these are meant those children whose defects are of such a nature as to prevent them from participating in the regular schools. Included are the blind, deaf, crippled, and mentally deficient children. Defectives should be educated by the state just the same as other children. They should never be considered objects of charity. Their education should be compulsory, as it is in the regular school.

Every state makes some provision for the education of its blind and deaf children, either in a school of its own or in that of a neighboring state. In practically every school the educational opportunities offered are comparable to those in the regular public schools. The schools for the blind and deaf have made great progress in the



Kansas School for the Blind

Blind children are taught, not only how to read, but how to perform many useful tasks to fit them for their lives in a "seeing" society.

past few years and offer as extensive a program of studies and activities as do other schools. Here boys and girls may be prepared for a vocation, and some may be encouraged to go to institutions of higher learning. Gallaudet College, in Washington, D. C., is a college for the deaf. Blind children are often taught music and certain types of industrial arts. Through education in these lines, these children may become happy, useful, self-supporting citizens.

Less has been done for the crippled children because the community and state have been slower about realizing their needs. Generally these children have been allowed to do the best they could in the regular schools. Here, unless they are just slightly crippled, they may have a difficult time. They have no opportunity for play suited to them, and are shy, self-conscious, and unhappy. They are often backward because they have been unable to enjoy the opportunities that physically normal children have. A few states have established schools for them, and a number of cities have done likewise. In these schools classes are on the first floor and

special play apparatus and facilities are provided. Sometimes it is discovered by thorough physical examination that a crippled child may be helped by surgery. Often care in a hospital is provided along with the educational opportunities. Vocational activities and self-expression are encouraged in these children along with the regular school program.

Mentally deficient children are provided with institutional care in all but three states. The degree of mental deficiency varies widely in a group of these children. Some of them are not as hopeless as we sometimes think. Many will be found who can profit by a certain amount and type of education. Heredity may have given them little; environment must contribute all within its power. Though these children must always remain within the institution, they can be taught many useful activities and thus become as happy as is possible. Recently it has been shown that a large portion of the mentally deficient children can go much further in their learning than was formerly thought. Activities in which they can express themselves, especially vocational ones, are highly desirable for these children.

Many cities maintain open-air schools for tubercular children. This movement began in Europe but is finding a place in this country. Food is supplied at lunch and at midmorning and mid-afternoon, and time is given for rest. By means of the open-air school, the health of the children is built up while they are still kept busy in their school work.

We should ever keep in mind that some inherited traits, whether mental or physical, can be emphasized, altered, controlled, and sometimes definitely eliminated by environment. A great contribution to the child is made by molding his environment so that it



St. Louis Public Schools

Special thought must be given to the education of crippled children.



Wendell MacRae

Schools that meet their needs serve as open doors to life for handicapped and maladjusted children.

commit. In the past young delinquents have been tried in court as criminals and put in prison with all sorts of mature and hardened lawbreakers. This is now considered a very bad method of disciplining them. Usually it resulted in the child being worse at the end of his experience than when he entered the institution. In any helpful program for socially maladjusted individuals, whether lawbreakers or those with wayward tendencies, such methods have no place.

Practically every state has juvenile courts with a special judge and a regular system of parole. Here a judge that is specially fitted for work with children hears the cases and recommends the corrective treatment to be used. The child is paroled to some responsible person and makes regular reports to the judge. By this means it is hoped to care for the child and curb his wayward tendencies. If, after earnest efforts to help him, the child does not respond to the

is favorable to his development.

All states provide schools for the socially maladjusted children. Such children have been rather generally known as delinquents. Children are committed to such schools by order of the court because their behavior is such that they cannot live in a normal social group. The causes of a child's anti-social actions are usually complex. The aim of these schools should be to help the child make a satisfactory return to community life. The attitude toward the socially maladjusted child has undergone a complete change in recent years. We no longer regard children as entirely responsible for the wrong deeds and crimes which they

parole, he may be sent to the special school which the state provides for its socially maladjusted children. Once these schools were known as "reform" schools, but this is no longer the case. The idea now is to provide education and guidance for useful life work. Much social maladjustment is caused by poor home and community environment. It is a sad situation when we call children seven, eight, ten, and even twelve years old "delinquent," at the same time knowing that it is the home and community that are really delinquent. These have failed in some way to meet their responsibility in giving adequate guidance. The programs in schools for maladjusted children include instruction in the regular school subjects, in vocational and fine-arts education, and provide recreational opportunities, extracurricular activities, sound religious teaching, and character development. The desire is to help each child according to his needs and ability.

Various other provisions are made for the less fortunate children. In all states there are children who are dependent upon the public for support. Included are those who are homeless, abandoned, destitute, or neglected in any way. Most states have been slow in caring for these children, leaving them to charity and philanthropy or waiting until they have become socially maladjusted and then committing them to institutions. Some states, however, are providing orphanages and hospitals for these children. Most states have organizations that promote the adoption of such children into foster homes. A study of the causes of dependency reveals a number of closely related factors. Poverty and conditions bringing about the breakdown of the home are the greatest causes. The number of dependent children is very large, indicating the need of increased and organized help on the part of the community.

Many states provide aid, sometimes known as pensions, to widowed mothers with children. This method of providing for less fortunate children has been widely adopted. People realize that, as a rule, the best person for the child to be with is his mother and the best place for him to be is at home. They realize, also, that it is much less expensive for the state to keep the mother in the home with the children than to provide institutional care for them. Although the amount provided by mothers' pensions is usually small,

it does furnish a means of keeping the family together. In recent years the same type of aid has been given to families in which the father was unemployed.

The establishment of nursery schools for neglected and inadequately cared for preschool children has been a general practice in all states during recent years. Here these little children are properly looked after during the day by competent teachers and are given a nourishing noon meal. These nursery schools are often maintained cooperatively by the community, the state, and the federal government. Another cooperative project of these same agencies is that of the school lunch. By means of this, children throughout the nation are being provided with adequate school lunches. These are available to children in both rural and urban schools.

A number of states are faced with the problem of making provision in the way of shelter, education, health supervision, and medical care for the migrant or roving families. Their children could certainly be classed as "less fortunate." It is estimated that there are over one-third of one million of such families in our country. As yet no one method is recommended as the best to meet the situation.

For your thinking and doing

1. What provision does your state make for its less fortunate children? Evaluate these and suggest needed improvements.
2. Report on one of your state institutions for unfortunate children. What type of education is being carried on there?
3. Summarize a discussion with some interested person in your community, as the judge of the juvenile court or the county social worker, the causes of social maladjustment in children coming under his protection.
4. Horace, age fourteen, has no father, and his mother lives in another town and pays no attention to him. He lives here and there and apparently no one cares much about him. Last winter he began staying out late at night and keeping bad company. He was reported to the judge of the juvenile court. What steps would the judge be likely to take in caring for Horace?
5. What may be reasons for the present crime wave among children and teen-agers? What should be done about the matter?

Problem 4. Why do we need child labor laws?

Child labor has long existed. It is not a new thing, for people have worked their children without regard for their well-being for many centuries. From the earliest times, when child life was regarded lightly, child labor in the family group was doubtless universal, but the Industrial Revolution, speeded by the machine, brought the modern problem of child labor into the factory. England was the leader in utilizing unwisely the labor of young children in factories, and America has offended similarly. In 1843 Elizabeth Barrett Browning was so disturbed, as were many other people in England, by the report of the Assistant Commissioner on the Employment of Children in mines and factories that she wrote the well-known poem "The Cry of the Children." It was published in *Blackwood's Magazine* and did much to arouse people over the situation. Soon reformers began to study child labor and to obtain the enactment of remedial laws. Two stanzas of this poem follow:

For, "Oh!" say the children, "we are weary,
And we cannot run or leap;
If we cared for any meadows, it were merely
To drop down in them and sleep.
Our knees tremble sorely in the stooping,
We fall upon our faces, trying to go;
And, underneath our heavy eyelids drooping
The reddest flower would look as pale as snow.
For, all day, we drag our burden tiring
Through the cool-dark, underground,
Or, all day, we drive the wheels of iron
In the factories, round and round.

"For all day the wheels are droning, turning;
Their wind comes in our faces,
Till our hearts turn, our heads with pulses burning,
And the walls turn in their places:
Turns the sky in the high window, black and reeling,
Turns the long light that drops adown the wall

Turns the black flies that crawl along the ceiling:
All are turning, all the day, and we with all.
And all day the iron wheels are droning,
And sometimes we could pray,
'O ye wheels' (breaking out in a mad moaning),
'Stop! be silent for today!'"

The first figures on child labor in the United States were obtained from the census of 1880. For the next thirty years the number of children gainfully employed increased until nearly 2,000,000 between the ages of ten and fifteen were working. One-sixth of all the children in the nation of this age were child laborers. Since that time, until 1940, there was a marked decrease, and the number finally came to be less than one-twentieth of the same age-group of children who were child laborers. Beginning with 1940 the number of these laborers has gone higher than ever before. Much illegal employment of children has been done, and great losses in education have been suffered by them.

There is much sentiment in the United States against child labor. This is shown by various legislative measures that have been enacted in recent years by the federal government and states. Especially important have been the Walsh-Healy Act of 1936, which set labor standards for work done under contract for the government; the Jones Sugar Act of 1937, which made the prohibition of child labor a requirement that sugar-beet growers must meet to secure federal benefit payments; and the Fair Labor Standards Act of 1938, which prohibited child employment in industries that ship goods in interstate commerce. Though most states have enacted laws of some sort relating to child labor, generally their adequacy and effectiveness have not been great. They do indicate that some feeling against the practice exists, and these acts are a step in the direction of abolishing child labor. The present situation and practices emphasize the need for renewed interest in the matter and renewed efforts to secure needed legislation.

In 1924 Congress passed what is known as the child labor amendment. At the present time twenty-eight states have ratified the amendment and eight more are needed to make it a part of the

Constitution. Since the child labor provisions of the Fair Labor Standards Act do not apply to the strictly intrastate employment, the ratification of the child labor amendment by the necessary number of states is important. Opponents of child labor say that this evil could be cleared up very rapidly if the amendment was passed.

The proposed amendment is as follows:

JOINT RESOLUTION ADOPTED
AT THE FIRST SESSION OF THE
68TH CONGRESS

“Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is proposed as an amendment to the Constitution of the United States, which, when ratified by the legislatures of three-fourths of the several States, shall be valid to all intents and purposes as a part of the Constitution:

“Article—

“Section 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

“Section 2. The power of the several States is unimpaired by this article except that the operation of State laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress.”

A number of other influences have tended to act in recent years against child labor. Among these are the type of machinery that requires mature workers, the increase of compulsory school laws, and the improvement of educational facilities. However, since 1940, these have been extensively offset by a war economy in which



Farm Security Administration

Weary before her day of cotton picking begins, this child has little chance for happiness and health.

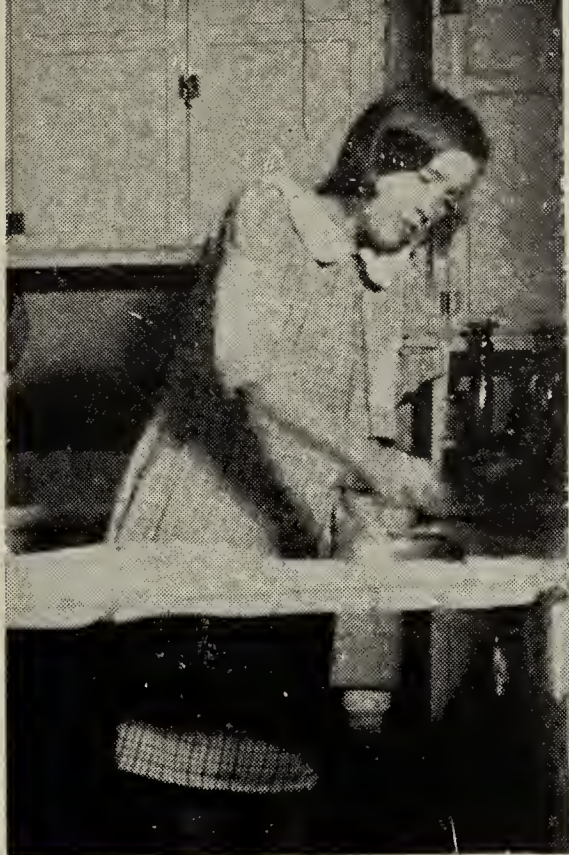
adult labor was scarce and the need extremely great. Many people do not understand what is meant by child labor and think that any such legislation will result in bringing children up in idleness. This is not the case. Child labor means working children beyond their strength and often keeping them out of school to do so.

Many people still exploit children. In spite of the sentiment and efforts against child labor, many children are working under harmful conditions and to their personal injury. There are many types of work that are not easily regulated, because federal laws do not affect them and the state laws are inadequate. There are always some employers who have no consideration for anyone but themselves. Consequently, they are quite willing to exploit children if it will bring them any profit. There is also a large group of parents who—through ignorance, poverty, or greed—fail to protect their children against such employers. The child is not in a position to judge wisely, and when dissatisfied with school may himself insist on going to work when his real advantage lies in further education. Sometimes people fail to realize that modern conditions are different from those of the past, believing that because they began work as children and worked up to their present positions children can do so today. Such is not the case when all work is so highly specialized.

Two significant facts that indicate the urgent need for the child labor amendment and adequate state laws are:

1. Sixteen is young enough to leave school for work of any kind or to work in a factory at any time.
2. Sixteen is too young to work at night or to work in dangerous occupations.

The basic minimum age to work in factories and stores, at least during school hours, is sixteen years in fifteen states: Connecticut, Florida, Louisiana, Massachusetts, Montana, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Utah, West Virginia, and Wisconsin; fifteen years in four states: California, Maine, Michigan, and Texas; and fourteen years in twenty-eight states and the District of Columbia. One state has no minimum age for employment. Thirty-five states permit children to work full time before they are sixteen.



National Child Labor Committee



Children who are too young to work are still employed—sometimes for ten or twelve hours a day—for housework, in bowling alleys, and on farms.



The census figures show that child labor is found in many different occupations: agricultural, domestic, personal service, street trades, manufacturing, mechanical pursuits, trade and transportation, and professional services. Estimates by various groups inter-

ested in the problem of child labor give the number of children under sixteen years of age gainfully employed at far beyond 1,000,000. Many are employed in agriculture which, on the whole, has little regulation of any kind. It appears that regardless of the present sentiment against it, the exploitation of children is common and child labor is still a big problem in this country.

Child labor injures children. It has a bad effect upon their growth and development. If it does not break down their health immediately, it may affect them so that they are likely to be weak and sickly adults. In childhood the foundation should be laid for strength and vitality. If the child is prevented from building a strong, healthy body, he is deprived of one of his sacred rights. Some occupations are by nature injurious to the child. Work in cotton mills, coal mines, glass factories, and the strain of overwork and long hours anywhere may foster tuberculosis and other diseases that play havoc with weakened bodies. Child labor may result in death during childhood or death in early adult life. The death rate of children in certain factories is very high. Accidents occur more frequently among child employees than among adults because children are not capable of long attention periods and are apt to be more careless. Child labor tends to have a bad moral effect on children. Many occupations in which children engage place them in contact with debasing conditions. Records show that the percentage of social maladjustment is greater among working children than nonworking. Night work in factories also has a bad effect upon the morals of children.

Child labor is an economic loss to the state. Though on first thought child labor may seem to be desirable because of the money it brings to the child and his family, in the end it is an economic loss. If the child is injured or broken in health, he becomes an expense to his family and often to the state. If he becomes a weak, sickly adult there is again a personal and social loss. Child labor draws upon the labor of our country before it is fully developed and thus tends to decrease the total amount of labor power in a given generation and hence the net amount of benefit obtained. Child labor prevents the development of efficient workers because the child enters industry without the proper education. He is thus

more apt to stay in an unskilled or low-paying job all his life. Child labor by competition reduces the wages of adults and this, in turn, lowers the standard of living of the families concerned. In communities where child labor is employed extensively the average income of the entire family is not larger than that in communities where the responsibility of the support of the family depends upon its head. Child labor also prevents the child from acquiring an education. On the whole, child laborers do not go far in school. This alone is a serious handicap.

The state as well as the nation must protect its children. Children are unable to understand their future needs and consequently may feel that they are choosing wisely when they leave school to work. The few dollars per week look attractive to them. Parents are sometimes so ignorant and greedy that they have little concern for their children's future. Too, their income may be so low that there seems to be no other choice. Employers are sometimes so eager for more money that they are glad to take advantage of the children in order that their profits may be increased. Children must be protected against such far-reaching wrongs and abuses. One of the best means of protecting the children is the compulsory education law that requires children to be in school until sixteen or eighteen years of age. All of the states should ratify the child labor amendment. In addition, child labor laws that adequately protect children should be passed by all of the states. These should establish definite age limits, physical qualifications, and educational requirements for those who work and should specify the work that may be done. Limited hours of labor and work forbidden at night and in hazardous trades should be definitely stated. We cannot afford to blind ourselves to the evils and wrongs of child labor and should do our utmost to abolish it.

A desirable standard for all states is a sixteen-year limit for all employment during school hours and for factories at any time and a fourteen-year limit outside of school hours in suitable occupations and for suitable hours. All of us have a responsibility in securing laws that make this standard a requirement. Even though we are interested first in our own children, our concern should extend to all the children in our land.



Kansas City, Mo., Police Dept.

School children know the kindly protection of policemen.

For your thinking and doing

1. Why does child labor exist in this country?
2. Give an example of child labor that you know.
3. Give examples of work for children that would be child labor. Explain why.
4. Mr. Storm became angry when he was not allowed to take his twelve-year-old son Bob out of school to work in the box factory. He insisted that Bob was his child and that he had a right to make Bob help support the family. The truancy officer and the judge told Mr. Storm that what he was doing was against the law. He made some ugly remarks but sent Bob back to school. Why did the state act in Bob's behalf?
5. How does your state stand in regard to the Child Labor Amendment?
6. What is the sentiment in your community regarding child labor?

Unit Activities.

1. Prepare a chart showing the provisions made in your state for the less fortunate children. Include also the needed improvements.
2. Find out the child labor laws in your state. Compare these with those of the United States Government.

3. Plan and participate in a panel discussion on some topic or problem related to child labor or other phase of child welfare.
4. Participate in a "Teen-town" project.
5. Make a plan for more adequate provisions by your community for its children. Include school children and teen-agers.
6. Find out the procedures necessary in your state for a person to obtain a birth certificate if born before the birth registration law.

References

Publications on the education of handicapped and maladjusted children, child labor, and other subjects pertaining to the protection and welfare of children may be obtained at the following places:

Children's Bureau, Department of Labor, Washington, D. C.
National Child Labor Committee, New York City.
Office of Education, Federal Security Administration, Washington,
D. C.



Detroit Public Schools

Unit 14... Keeping in Good Health

IF WE were asked the requisites for happiness—even though our thoughts might swing to a fine home, a large car, travel, money, college, or fame—we would soon come to a standstill. None of these items belongs first, for there is another far more important. In order that any one of these give us full satisfaction, we must have that fitness for living and enjoyment which is termed good health. Also, if we are to have real happiness, we must have good health. It is often said, “The happiest people are the healthiest people.”

The advantages of good health are so generally recognized today that it would be rather difficult to find anyone who would say that good health was a disadvantage and not to be desired and striven for. However, there are many who are indifferent to the need for good health and do little themselves to have it. Evidently they do not thoroughly realize the importance of good health in effective living. Good health is not an accident that happens to a few fortunate people. It requires effort and perseverance. The choice of whether or not we shall have good health rests chiefly with us. If we would have good health, we must make provision to obtain it in our plans for living. An important first step is the formulating of an ideal for health. For our standard the health ideal of the ancient Greeks is often suggested. This consisted of the harmonious development of the body, mind, and soul. It represented a superior mode of living and was expressed in the environment, as well as in the individual. The beauty of the body was idealized. All education was directed to obtain a perfect and all-around development of the body, both physically and mentally. Athletics were a fundamental part of the daily living in which all but the old took part. Boys and girls were brought up to maintain the Greek standard of living which is still referred to as a "noble way of life."

The world today demands much of us in terms of achievement and service. To meet this we must be physically and mentally fit. If we would do the work which is ours to do, good health must be ours. Good health is much more easily obtained by anyone if all of his family members are interested and working for it. Just as good health is important for the individual, so it is for the family. Improvement in family health means an increase in family happiness and achievement. The prevention and control of disease have an important place in our plan for keeping free from illness. Without these good health for most people is not possible.

Essential in any measures to obtain good personal and family health is the interest and help of the community, the state, and the nation. The health problem is so large that it cannot be solved without the cooperation of these agencies. All must have the same goals of health and combine their efforts in reaching them.

Problem 1. What is good health?

Have you ever tried to explain what good health is? Perhaps you have thought of a healthy person as one who is not ill. That idea was prevalent in former days, and the phrase "perfectly healthy but just nervous" was often heard. Today our concept of health is so broadened that we think of it as a characteristic of the whole person. As we now understand health, a nervous person or a constitutionally unhappy person is as far from possessing good health as a patient ill with smallpox.

How shall we define health? A satisfying definition might be: "Health is that condition of the body that makes possible the highest enjoyment of life, the greatest constructive work, and that shows itself in the best service to the world." Such a concept means much more than freedom from disease and gives to health a deep significance. Through health, full enjoyment of life becomes possible, work of the highest order is insured, and the best service of the individual is secured for the world. If our personal joys, vocational achievement, and social effectiveness are dependent on health, it becomes the keystone of our life, taking a vital part day by day in the structure that our service builds, and increasing in importance as that structure grows.

Both physical and mental health are included. This larger concept of health means that mental health is as important a phase as is physical health. Because the two go hand in hand, it is difficult to separate them. A healthy body enables the mind to do its work in the best possible manner. A healthy mind acts in the same way for the body.

Physical illness and defects are often the cause of serious mental illness. A high school boy had a severe case of influenza which developed later into laryngitis with a temporary loss of voice. Rest and no use of his voice were ordered by his physician. Becoming impatient and worried because the condition did not disappear at once, he lost his appetite, lost weight, could not sleep, and finally had a general nervous breakdown. Neither did his voice show improvement. It was many months before he was well again.

Defective hearing or eyesight, or some physical deformity or

condition that is not the general rule, may affect a person's attitudes and reactions so adversely that his general health is impaired. A girl who had grown rapidly and at thirteen had reached her full height was much larger than her friends of the same age. She was so unhappy over her size and the comments made by others about it, that she refused to go anywhere other than to school or to have anything to do with her schoolmates. Before long she actually became ill and did not improve until her family moved to another town and she made new friends and acquaintances.

Fear and worry, too, cause illness in people. Often the fears are imaginary and groundless and the worry unnecessary and foolish. Extreme cases are known of persons who have been so fearful of a particular illness, that they thought they had the disease and went to bed and remained there so long that they really were ill. Perhaps you know of a person who worries himself sick over the slightest occurrence that is out of the ordinary.

Occasionally a person feigns illness in order to avoid responsibility. It becomes rather easy, after a few times, to offer physical inability as excuse for failure to do one's part. The more times such an excuse is offered, the more apt the person is to believe it is true. Unless stopped, such a practice will result in real mental illness.

Emotional adjustment is important. Our emotions are a part of our feelings and give color to our life. They include fear, anger, love, joy, sympathy, disgust, jealousy, and many other states of feeling commonly experienced. The intensity and length, as well as other qualities of these emotional states, vary with the age of



Pauline Stout

Rich returns yielded by good health are evident.

the person. In children these feelings tend to be more intense and short-lived than they do in adults. Because of this our emotional life is said to be divided into different periods: infantile, shown by interest in self; preadolescent, shown by interest in those of the same sex; adolescent, shown by interest in the opposite sex; and adult, shown by interest in our children. The maternal or paternal response of the adult period can be reached by all adults. No exact time can be given for passing from one period to the next, but one should gradually pass from one to another as he becomes older in years. Nothing is more pitiful than the adult or high school boy or girl who is in the self-interest emotional period. Life holds much of joy and interest for those who are emotionally grown-up. On the other hand, health may be greatly impaired and satisfactions greatly reduced by lack of emotional adjustment. You may know individuals to have become ill from emotional outbursts of anger, fear, or hate, or from foolish "crushes" on a friend or relative. Good family life, as well as family health, is greatly dependent upon the extent to which the members of the family grow up.

Quite as important and as revealing is the attitude of the individual toward all forms of self-indulgence, whether in regard to food, exercise, alcoholic drinks, social life, or sex life. Often there is a "drive" or urge to gratify and develop an appetite for these so that one's ego, his sense of importance, will be sustained and enforced. Many of the wrong relationships between boys and girls arise from the egotism of one or the other or both and their desire to seem important and secure temporary satisfactions at any cost. Viewing life objectively—that is, seeing it in its relation to others rather than ourselves—prevents such relationships. Most important to an individual and his family is the development of an objective, courageous, and responsible attitude toward life. This insures sane, wholesome, and happy living, unharmed by evil and dishonor.

Sane and wholesome living builds good health. This type of living grows out of proper standards and ideals as well as desirable habits and attitudes. To realize that one has a responsibility for service in some form to others may be a means of physical, mental, and emotional growth most valuable to a person. To believe that the chief purpose of life is to have a good time, no matter how it



H. Armstrong Roberts

Good exercise and good fun add up to a high score for this girl. These, along with fresh air and sunshine, help to keep a person physically, mentally, and emotionally fit. Even to the casual observer many advantages of good health are seen.

may come or what it may be, may lead to such a one-sided development of a person that his health may be impaired.

There should always be a good balance between work and play. Extremes in either are unwholesome. Happiness comes not through only one of these but through both and is one of the requisites for health. Young people should regard life as a great adventure, looking forward to each new day with interest and a determination to give one's best and to gain the most possible from it. This eager attitude is well expressed in the following lines taken from a poem by Grace Noll Crowell:

The day will bring some lovely thing
I say with each new dawn,
Some gay, adventurous, lovely thing to hold
Against my heart when it is gone.
And so I rise and go to meet
The day with wings upon my feet.¹

The health problem, then, is much more than one of merely being physically fit. Important as this is, it is equally important that our mental reactions be true and that we have a wholesome, helpful attitude toward the people with whom we come in contact. A strong body ruled by a sick or twisted mind or emotional instability lacks health. A strong body ruled by a vigorous mind with no spirit of service lacks health. To be constantly in health, then, means that the physical body must be kept at its best so that through it the growing mind and stable emotions may serve others, as well as ourselves.

For your thinking and doing

1. Why is health a person's greatest asset?
2. Name ten people whom you consider to be in good health. Give reasons for including each.
3. Recall a book that you have read or a motion picture that you have seen in which there were characters who were emotionally unadjusted; characters who were otherwise mentally ill. How did each affect those who lived around them? Do you know of any such persons in life? How do they affect others?

¹ From *Good Housekeeping*.

4. What is meant by the statement: "Mrs. Hunt is enjoying poor health"?

5. Mrs. Miller was heard to boast of her nineteen-year-old son who graduated from high school last spring thus: "My John is the smartest boy. He made all A's this year at school. He doesn't bother himself with all these parties and athletics that some boys do. He tends strictly to school. He is too smart for the girls. He has never taken a girl anywhere in his life." Was the mother justified in her pride? Why? Do you consider this attitude of John's a desirable one? Why? How do you judge his state of health?

Problem 2. **What determines our state of health?**

We sometimes try to find the solution of our health problem in a single factor. Rarely is this possible, for one's state of health is the result of many forces working together. In good health this is done so harmoniously that we are not conscious of our health condition. Being well or sick is not a part of our picture of ourselves. Because we want a harmonious situation to exist in regard to our health, it is important that we know these forces and the part that they have in determining our health. We also need to understand the extent to which they can be controlled and directed to aid us in our efforts to obtain good health.

Inheritance is an important influence. Although inheritance is a much used term, it is more frequently found in some relation other than health. We say that a girl has inherited blue eyes, red hair, or a snub nose from one of her parents. By this we mean that this characteristic has been passed down to her through the germ plasm from which she has developed. More important to a person than physical features is his health inheritance—which is his capacity to grow, to possess bodily vigor, and to resist disease. A vigorous, healthy body with normal strength and resistance to disease gives an excellent start on the highway to health. There is no way that this start can be obtained, except through healthy parents. It is known now that specific diseases are not inherited, though weaknesses in certain organs and their functioning may be. Ever so many of these may be overcome to a large extent, if not entirely, if the proper measures are followed. Thus it is not inevitable that a



Mrs. C. F. Columbia

The old reliable method of testing good posture is still effective.

family income has a direct relation to the health of the family. As the income lessens, the state of health commonly becomes poorer. Children of families with low incomes are sick more often than other children. All of us, as individuals and groups, should do our utmost to make our environment and that of others as satisfactory as possible.

A person's reaction to his environment is also important. Many times the environment is all right but the individual's attitude is a handicap. Have you ever known a person possessed of a fine physique, and sheltered in a good home, to have illness, a lack of enjoyment in life, and a low capacity for work because of the response he made to the situation in which he was placed? If candy or sweets were available, they must be eaten; if there was a book half read, it must be finished, even though it was long past bedtime. He would break any health rule just to show "how strong" he was.

person with such an inherited bodily weakness will always have poor health.

Environment, too, affects health. The part that environment plays in health is great. If given inadequate food, poor housing, lack of rest and sunshine, and no recreation, even a sturdy baby with a good health inheritance may become a puny, sick child. His environment has not made it possible for him to develop to the full promise of his physical inheritance. Parents are responsible for providing the best possible environment for their children. When parents are unable to do this satisfactorily, the community, the state, and even the nation must help. Studies show that the fam-

Many of us have something of this nature in us. It constitutes a health hazard that is serious and one that can be overcome only by the person himself. Wanting good health and being willing to do everything in our power to obtain it places us well along on the road to health.

One's physical condition helps determine his state of health. A good physical condition is often considered the first requisite of good health. No doubt one of the reasons for this is that each person has such a large responsibility for his own physical condition. It is therefore important that one have definite health standards toward which he can direct his efforts.

Good physical condition requires that the body be in a good nutritional state. This means that one's body weight comes within the theoretically correct weight zone. This is ascertained by consulting a height-weight-age-body-build table and finding what one's average weight is supposed to be. If such a table is not available, a height-weight-age table may be used satisfactorily if allowance is made for body build. Seven per cent of the supposed average weight is computed and then subtracted from it. Twenty per cent of this average weight is likewise determined and then added to it. These two new weight figures form the boundary of what is called the correct weight zone. If one's actual weight falls within this zone, other conditions being satisfactory, it can be assumed that as far as weight is concerned, one's nutritional state is all right. Another indication of good nutrition is that the person's skin is smooth, soft, clear, and somewhat pink; that his hair is lustrous and plentiful; that his eyes are clear and bright; and that his muscles are strong and firm. He has a good chest expansion and his bones are strong and well developed and shaped. He carries his body in the correct position at all times, expressing an understanding of the importance of posture.

The proper functioning of all body processes is also essential. Digestion of food, elimination of waste, circulation of the blood, secretions of the glands, and all of the other activities of the body directly control its physical state. Anything that can be done to aid the body in performing these functions increases the individual's physical well-being.

The correction or elimination of remediable defects is an important factor in a good physical condition. These include infected and enlarged tonsils and adenoids; infected teeth; defective eyesight and hearing; heart, thyroid, and lung defects; bad posture; and skin disorders. Any one of these can affect markedly a person's entire physical condition. The removal of the handicap generally results in speedy and evident improvement.

Freedom from disease aids a person in being physically fit. This also includes protection from those diseases for which specific immunity is obtainable by vaccination and inoculation, such as smallpox, typhoid, and diphtheria, and from those infections that result from unhygienic methods of living and remediable health handicaps, such as colds, skin eruptions, and constipation.

Good health habits are also effective in keeping a person in a good physical condition. By putting into a habit routine the numerous things that must be done frequently for the proper functioning of the body, a good physical state is rather easily maintained. Once a health habit is formed, it becomes so much a part of a person's daily living that he is scarcely conscious of its performance and results.

Mental and emotional conditions have a part in determining health. The influence of a person's mental and emotional condition on his health is often overlooked because until recently much of the emphasis has been placed upon the physical side of health. We have generously been endowed with a mind that is unanimously recognized to be man's greatest gift. Our aim should be to use it in the best way possible so that we may be mentally well-balanced and stable individuals. Being able to face facts squarely, to make wise decisions, to meet all situations in a business-like way, to make responses intelligently, and to take joy in work are indications of this mental stability that is so much to be desired. Worry, sorrow, anger, fear, as well as many other emotional states may, if uncontrolled or undirected, lead to mental illness that affects one's state of health.

That there is a close relation between a person's physical and mental state is now generally accepted. Often the two cannot be separated. Lack of sleep, rest, and food may wreck one's mental

state, and an outburst of anger may prevent him from sleeping and eating the food he needs. A physical deformity may hinder a girl in her efforts to obtain sufficient exercise and outdoor living. It may also make of her a "brag" or a "coward." As a rule, a good physical state means a good mental state. One of the most important factors in obtaining good health is the honest desire for it. Good health is possible for most people. However, to attain good health requires more than desire; it must be planned and worked for. Everyone should seek to reach the highest level of health possible for him.

For your thinking and doing

1. Without using names, list five of your acquaintances that you consider in good physical condition; in poor physical condition. Give your reasons in each case.

2. Give five examples or indications of good and poor mental condition. Have you ever seen any of these in any of your relatives or yourself?

3. Explain how housing may affect a person's health; how income may affect his health.

4. Cite an example of a person who refused to "face facts." Would you consider him in good health? Why?

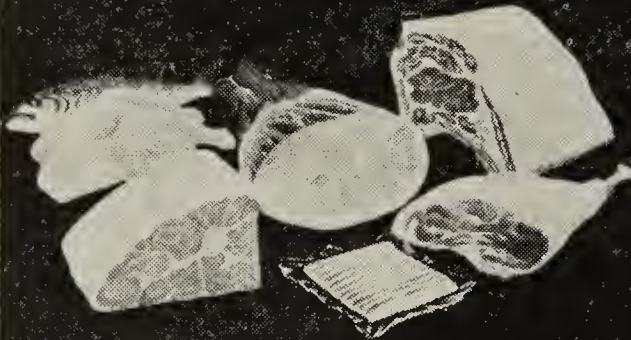
5. Louise's weight is in her correct weight zone, she has a good appetite, looks fine, and says that she feels excellent. She has not been sick a day for nearly two years and has not had a cold for even a longer period. What reasons might be given for her state of health?

6. Evelyn is 25 pounds underweight, has a poor appetite, frequent colds, scarcely enough vitality to drag through the day. She says she is not concerned about her condition or interested in changing her habits, as her relatives are all thin and like this. Do you agree with her attitude? Why?

Problem 3. What foods are necessary for health?

Have you ever thought of what you are supplying your body when you eat your meals? The word "food" is an easy reply, but it does not fully answer the question. What does food furnish you? Long ago a great leader said, "Know ye not that ye are the temple of God and that the Spirit of God dwelleth in you?" If you think

THE FOODS YOU NEED EVERY DAY



MEAT, POULTRY OR FISH

One or more servings

Eat any kind of meat (beef, veal, pork or lamb). Include variety meats often, such as liver, kidney and heart.



MILK

Adults 1 pint—Children more

Drink milk or eat cheese and foods prepared with milk, such as custards, creamed dishes, soups and ice cream.



EGGS

One (at least three a week)

Have it cooked any way desired or in combination with other foods.



POTATOES

One or more servings

Choose either white or sweet potatoes prepared in any of a variety of ways.



VEGETABLES

Two or more servings

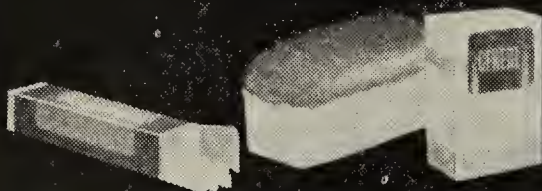
Eat green and yellow vegetables often. Include salads or other raw vegetables.



FRUITS

Two or more servings

Eat all kinds of fruit. Have oranges, grapefruit, tomatoes or berries often.



BREAD AND CEREALS

As needed

Select enriched breads, cereals, etc., or those made of whole grain products.



FATS AND SWEETS

As needed

Include some fat. Enjoy sweets after other foods needed have been eaten.

National Live Stock and Meat Board

For good health, certain types and amounts of foods are necessary.

of your body as a temple or a house in which you dwell, and food as means by which it is kept in order, it may be easy for you to picture what foods are necessary for your body. Like a house, the body must be supplied with material for building and repairing its structure. This material is in the form of food. Just as the house must be heated and energy supplied for the activities of the home, so must the body have food that will supply heat and furnish it with the means for the work to be done through it. In addition to building and repairing the house, keeping it warm, and supplying energy for the work to be done, it must be kept clean and in order. The body is kept in this condition by certain foods that are eaten for this purpose. Have you ever seen a well-built, clean house in need of paint? Our bodies, too, need color, but it is the color of health that will not be given by paint applied to the exterior as you would do with a house. We need vitamins and iron, calcium, and certain other minerals to keep the color of health in our faces, the body regulated and protected, and a general state of well-being in our bodies. All of these substances are found in foods.

Foods that build and repair tissue are essential. Such foods are often known as *body builders*. Foods that supply this building need of the body are those that are rich in proteins and minerals. Protein-rich foods include meats, fish, poultry, milk, cheese, eggs, dried peas and beans. Among the most needed minerals for building, and also the most likely to be omitted in the body's food, are calcium, phosphorus, and iron. Foods high in calcium are milk, cheese, dandelion and mustard greens, clams, molasses, and celery cabbage. Foods high in phosphorus are Lima and navy beans, cheese, eggs, fish, lean meat, liver, milk, poultry, and whole grain cereals. Foods rich in iron are dried apricots and beans, eggs, greens, lean meat, liver, sorgo syrup, and whole grain cereals. Many of these body-building foods supply fuel for the heat and other energy needs of the body. Generally, though, they should not be relied upon for this purpose, because of their greater cost. Children, because they are growing, require a larger amount of building foods than do adults whose needs are only for maintenance.

Foods that give energy are needed. These are sometimes called the *fuel foods* because they furnish the energy for heat, work, play and all other of our bodily activities. Whether we are asleep or awake, our bodies are in motion and certain activities are going on all of the time. Foods that will supply this energy are necessary. The amount, of course, varies. Adults who do heavy physical work and children who are very active require greater quantities of the fuel foods than do those who do light work and are less active. Foods that yield much energy when used by the body are the starches and sugars—sometimes known as carbohydrates—and the fats. Starchy foods include bread, crackers, cereals, macaroni, and potatoes. Sugars include cane and beet sugar, candy, honey, molasses, syrup and dried fruits. Fats include butter, cream, lard, tallow, vegetable oils, oleomargarine, and suet.

Foods that regulate and protect are necessary. These include those rich in *minerals* and *vitamins*. Thus the minerals have another important role—that of helping to maintain the right balance within the body and to keep it functioning properly. In this connection the mineral iodine is added to the other essential three—calcium, phosphorus, and iron. Food sources of iodine are seaweed, seafoods, water, and vegetables grown in regions where goiter is not common.

No less important for regulating and protecting the body are the vitamins. The need of them for growth and development, for the maintenance of health, for the protection against certain diseases, and for the general well-being of a person has been thoroughly established. The vitamins now known to be essential for us are A; B₁, or thiamine; C, or ascorbic acid; D; E; G, or riboflavin; and niacin. Though other vitamins have been discovered and still others are known to exist, more research is needed to establish most of them as essential foods for us and to determine the amount of each that a person should have. Vitamin A stimulates growth and aids in general well-being. It protects against the eye disease xerophthalmia, infection, defective teeth, bad bone formation, and retarded growth. Foods rich in vitamin A are butter, cream, eggs, whole milk, liver, and green and yellow vegetables. Vitamin B₁ or thiamine, promotes the appetite and protects against the disease

beriberi which is caused by the complete lack of this vitamin. A low intake of this vitamin may result in loss of appetite, listlessness, sluggish digestion, and nervousness. Good sources of vitamin B₁ are yeast, whole grain cereals—especially the wheat germ—peanuts, green peas and Lima beans, pork, chicken, kidney, and liver. Vitamin C, or ascorbic acid, protects against scurvy, a disease of the mouth, the early stages of which are bleeding gums, loose teeth, loss of appetite, and decreasing weight. This vitamin is found in citrus fruits, tomatoes, berries, cantaloupe, leaf and green vegetables, liver, and brains. Vitamin D is necessary for the building of bones and teeth and in the prevention of rickets. The best food sources are fish-liver oils and egg yolk. Sunshine is a source of vitamin D, and exposure to sunlight or the rays of an ultraviolet lamp will develop this vitamin in the skin. Vitamin E affects reproduction, sterility, and possibly growth. Whether or not it is essential for humans is not yet known. Though it is present in many foods, the best sources are wheat-germ oil, vegetable oils, and green vegetables. Vitamin G, or riboflavin, is important for growth and for maintaining a good state of health. An insufficient amount of this vitamin results in sores on the lips, and in the reddening and scaling of the skin about the ears, mouth, and nose. Research with animals showed retarded growth, loss of hair, and a type of cataract when kept for long on a diet lacking vitamin G. Foods rich in this vitamin are beet and turnip tops, cheese, eggs, greens, heart, kidney, lean meats, liver, milk, peanuts, rice polishings, and wheat germs. Niacin prevents the disease pellagra, which is extensive in certain sections of our country. The best food sources of this vitamin are chicken, green and dried peas and beans, leaf and green vegetables, lean meat, and liver.



Public Service Company of Northern Illinois

Fresh vegetables are essential in the daily diet.

Some foods, especially bread and cereals, are being enriched or restored with thiamine, riboflavin, niacin, and iron to add to or replace that lost in processing. Bread, cereals, milk, oleomargarine, and some oils are being fortified with vitamin D by exposure to ultraviolet light. Such treatments are indicated on the wrapper or container.

Water is needed for body regulation and in fairly large amounts. This is in contrast to the relatively small amounts required of the minerals and vitamins. The body requires a certain amount of bulk and roughage, especially, for proper elimination of body waste and the stimulation of certain processes of digestion. Foods high in this quality are bran, whole grain cereals, dried legumes, vegetables, and fruits. These foods are the cleansing foods. Their roughage content serves as a broom in keeping the intestines free from waste. Their laxative qualities further aid in this cleansing. Water, too, is a cleansing agent for the body. Like the house, the body needs water to flush out its wastes. An adequate supply is needed for this purpose.

The protective list of foods should be a basis for the selection of foods. It is the best guide we have in planning and selecting our food and is often called the "must have" list. If the foods in this list and the other foods required by a person are included daily in the right amount, there will be no lack of the foods essential for health in the diet.

A guide that includes these protective foods and makes possible an adequate diet follows. It is stated in terms of the food needed by one person.

1. Fuel, body-building, and regulating and protecting foods should all be represented in the diet every day.
2. At least two vegetables, other than potatoes, should be included in the day's meals. At least one of these should be of the green leaf variety. If possible, one should be raw. Colored vegetables should be eaten often.
3. Fruit should be eaten twice each day. At least one fresh fruit, preferably citrus or tomato, should be included. Tomatoes

may be either fresh or canned. Dried and canned fruit may well be used in addition.

4. Meat, poultry, fish, or sometimes other protein rich food should be included once each day. It is well to have fish at least once each week.
5. One egg should be eaten daily.
6. From one pint to one quart of milk should be included daily.
7. Two tablespoons of butter or fortified butter substitute should be used daily.
8. Cereal products should be eaten twice each day. Whole grain cereals, in most cases, should be used frequently. Otherwise enriched or restored products should be the choice.
9. From six to eight glasses of water daily should be the minimum.
10. Other foods should be included as are necessary to satisfy the appetite and to keep the body in good condition and at its proper weight. For this purpose second helpings of the protective foods are especially recommended.

For most people three meals daily are best. These should be so planned that the three meals are fairly equal in the amount of food included. It is well, too, for all of the food groups to be represented in each meal.

For your thinking and doing

1. How closely do you follow the rules for an adequate diet in your daily eating?
2. How would your food habits be judged—poor, fair, good, or excellent?
3. Make a plan for improving your food practices.
4. Check your water intake to see if you are taking sufficient water for health.
5. Holly Ann, fifteen years old, does not care for green and leaf vegetables and does not include them in her diet. What essential foods do they contain? What foods will she need to increase if her diet is to be adequate? Is her practice a wise one to follow? Why?
6. Thirteen-year-old Francis refuses to drink milk. What procedure

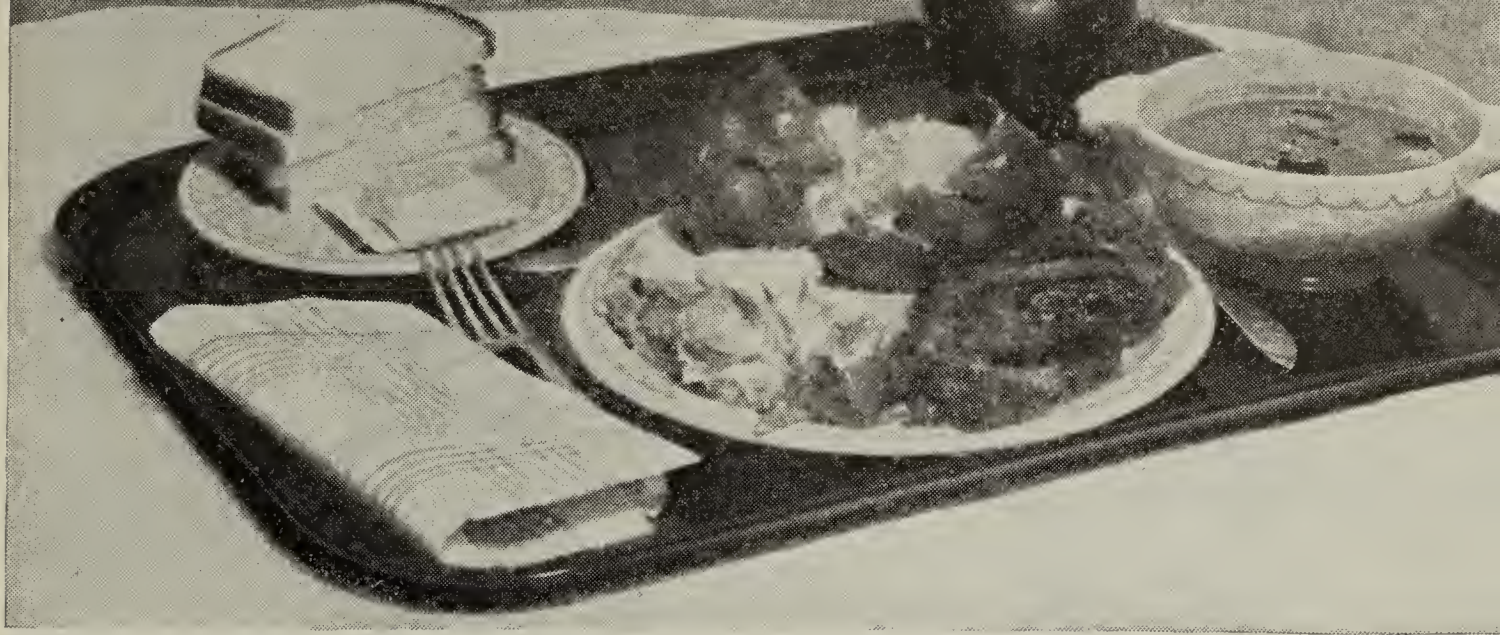
might his mother follow to provide for his body needs ordinarily met by milk?

7. Judge menus for their adequacy.

Problem 4. **What health practices shall we follow?**

Keeping in good health is a continuous process that should be carried on every day and all of the time. Following desirable practices one day and violating all rules the next, will fail to maintain a satisfactory state of health. As health rules and practices become the basis of regular habits, the healthful condition of each person is more or less assured. Keeping in good health then becomes relatively simple. The score card on pages 606 and 607 will be helpful in keeping a record of health practices.

Good eating habits should be formed. Food of the proper quality and quantity should be eaten at regular intervals. The protective foods should be included daily. This means that each day's diet will contain from one pint to one quart of milk; two vegetables, other than potatoes, one of which is of the green leaf variety and one of which is raw; two fruits, of which one is fresh and preferably citrus, or tomatoes, either canned or fresh; meat, fish, poultry, or, sometimes, other protein rich food; one egg; two cereals, which frequently are the whole grain type; six to eight glasses of water, of which one or two are drunk soon after arising; and other foods as needed. Three regular adequate meals should be the rule, with no in-between-meal eating unless it be milk or orange juice. Candy and other sweets are best eaten at a regular meal. Breakfast should never be omitted and should be such that it gives a good start to the day and carries one satisfactorily through the morning. The meal should be approached happily, and the eating should not be hurried. The food should be chewed thoroughly and never bolted. One should avoid forming food prejudices and should try to like a variety of foods, as well as those that are essential to good health. Cooperation, good attitudes, and intelligence are necessary in the forming of the right kind of food habits. Though easier formed in little children, it is never too late to form good food habits.



Practical Home Economics

A nourishing lunch has food that is varied and valuable in its content. Soup, a creamed dish, a baked potato, broccoli, bread made from whole wheat or enriched flour, and an apple are all valuable foods.

Sleep and rest are necessary. Although sleep and rest still remain somewhat of a mystery to the physiologists, enough is known about their effect upon the body for us to realize their importance. Everyone needs a certain amount of sleep and rest with open windows to give fresh air. Often eight or nine hours daily are given as a standard, but some people require even more. It is well to determine your own need and then see that you get it. A regular time for going to bed should be established. Though the loss of sleep for a night or two can be made up, such loss cannot be continued long without serious injury to the body. Both physical and mental health are affected by the amount of sleep and rest. Even during the waking hours, some rest or relaxation is necessary. Few persons can work at full strength and speed throughout the day. As in the case of sleep, the amount of rest needed should be determined for the individual and, if possible, provided in some way. This may be in the form of lying down and relaxing for a short time, reading, going for a walk, listening to the radio, or even changing from one type of work to another.

Exercise is important. This should be a part of the daily routine, and a time should be set aside for it. Because we have become somewhat sedentary in our manner of living, exercise is necessary to prevent the aging of tissues and to keep us in good condition. One hour daily regular exercise out of doors, if possible, is recommended. Various forms of exercise have become popular as sports:



Consumers' Guide

Fishing, resting, thinking—this is a good combination for keeping well.

tennis, basketball, hiking, riding, dancing, swimming, and playing golf are good examples. Setting-up exercises, sometimes known as the “daily dozen,” are recommended and are a fine means of starting the day right. Walking all or part of the way to school or work is another way to get exercise. Making a garden or caring for a lawn also provides a means of exercise.

The mind as well as the body needs exercise. It, too, can become sluggish and aged. The indolent mind is as deplorable as the indolent body. One should keep up with the times mentally. Some of the indications of the youthful mind are open-mindedness toward improvement, interest in others, willingness to accept the new, lack of prejudice and bitterness toward life, and interest in the present and future. If your mental reactions are the opposite, no matter what your age is in years, yours are the symptoms of a sluggish and aging mind.

Personal cleanliness should be maintained. Although it may be possible that cleanliness is not an essential for good health, it is an

essential for personal comfort. Also it gives one mental assurance and a feeling of being refreshed and ready. All people do not have the same standards for personal cleanliness. Some are satisfied with extremely low ones; others will have none but the highest. Our manner of living today requires more exacting standards in this regard than were required of our ancestors. With much of our work being carried on indoors, frequently in crowded rooms with inadequate ventilation, new ideals of cleanliness have been developed.

The body should be bathed frequently with plenty of water and good soap that is not harsh and irritating to the skin. If possible, this should be done daily. The face, in addition, needs a cold sponge in the morning and a thorough washing with soap and water just before retiring to remove make-up and any dirt that has collected on the face. The eyebrows, the ears, the folds at the base of the nose and the borders of the hair around the face and neck need a special washing with the soap lather, followed by thorough rinsing and rubbing. The armpits and feet should be given special attention. These parts should be washed daily with soap and water. Deodorants and nonperspirants are recommended in cases of excessive odors and perspiration, but not as substitutes for cleansing. The hands should be cared for regularly. They require frequent washing and lotions to prevent chapping. Lotion, of course, should be used in moderation, as an excess makes the hands sticky and collects dirt. The fingernails should be kept clean, smooth, and reasonably short. Scrubbing with a brush daily and cleaning with an orange stick are good practices. The mouth and teeth should be cleaned at least twice daily. The teeth need good brushing with a tooth paste or powder, and the mouth needs a cleansing with a mouth wash. Salt water is inexpensive and effective for this. The hair and scalp should be kept clean. Many recommend washing the hair once each week or every two weeks. If the weather is not warm and the hair and scalp are not dirty, the longer period may be satisfactory. If the hair is of the dry type, the longer interval is much preferred. Plenty of warm water and neutral soap, applied with thorough rubbing and followed by several rinses, are necessary to cleanse the hair.

Good posture is needed. It contributes to one's health by making possible the proper functioning of the body's organs. Poor posture may be the cause of constipation and fatigue, as well as other illnesses. It may be the result of a poor nutritional state; the effect of illness; fatigue; the wrong type of clothing, furniture, and equipment; physical defects; emotional difficulties; and bad habits of posture. In standing, walking, or sitting, the trunk of the body should be held erect, the chest lifted up, the head erect and up, the chin up and in, the shoulders even and level, and the abdomen in and up. In standing, the weight of the body should be balanced equally upon the ball and the outer side of the foot, with the large toes pointing forward. The feet should be parallel and far enough apart to provide a comfortable base for support. A straight line, if dropped from the ear, should pass through the middle of the shoulder, hip, knee, and ankle. In walking, the feet should point straight ahead, and the leg should swing from the hip, bending and relaxing the knee as it comes forward. The knee is straight but not stiff as it takes the body's weight. The upper body is still, and the feet pass close together, leaving an imaginary trail of two parallel lines. In sitting, any inclination comes from the hips, the pelvis carrying the weight. The correct posture when lying down is to lie on the right side or partially on the face. Good posture at any time is somewhat relaxed without tension or stiffness.

Proper elimination is essential and of the greatest importance. The waste products of the body should be eliminated at regular intervals. The bladder should be emptied as soon as there is a feeling of discomfort. Failure to respond to this summons may result in irritation and injury of the organ. The large intestine, or the bowels, should be emptied daily, preferably before beginning the day's work. This habit should be definitely established, even though time and effort are required to do it. The call for evacuation or emptying of the intestine should be responded to promptly if proper habits of elimination are to be maintained. Our sedentary manner of living, together with the use of highly refined foods, has made regularity in elimination of body wastes a common problem. Care should be taken to include in the diet bulky and laxative



U. S. Public Health Service

Decay is the cause of much of our dental trouble. By visiting the dentist every six months we not only help prevent decay but check its progress.

foods. Adequate water, at least six to eight glasses daily, helps in thorough elimination.

Health and dental examinations should be made at regular intervals. A health examination each year is the recommendation. By means of this, health conditions can be checked and any unfavorable symptoms noted early in their development. Certain diseases, as tuberculosis and cancer, are curable in their early stages. Certain others, as anemia, diabetes, and certain heart ailments, can be treated in such a way that the sufferer can enjoy a fairly normal life for many years. This check-up will reveal any remediable defects that need correcting or removal because of the health hazard they may be causing. A dental examination should be made twice each year, and any needs for dental work properly cared for. Since teeth have a direct bearing upon the state of health, it is highly important that regular attention be given to keeping them in good condition. Today we are thinking largely in terms of prevention of disease, and efforts are being made to keep people in good health

SCORE CARD FOR JUDGING DAILY HEALTH PRACTICES

Do not write in this book

Name..... Date

Actual weight..... Correct weight zone.....

Health Practices	Perfect Score	My Score
1. Drank and ate in food one to two pints of milk..... (One cup instead of two or more, 2½ points)	5	
2. Ate two fresh vegetables, other than potatoes, one raw..... (One vegetable instead of two, 2½ points)	5	
3. Ate two or more fruits, one citrus or tomato..... (Two or more, one fresh but not citrus or tomato, 4 points; one fruit, 2 points)	5	
4. Ate meat, poultry, fish or other protein-rich food once..... (No protein-rich food, 0)	5	
5. Ate whole grain bread or cereal at least once..... (No whole grain bread or cereal, 0)	5	
6. Ate one egg..... (No egg, 0)	5	
7. Drank from six to eight glasses of water..... (Four to six glasses, 2½ points; less than four glasses, 0)	5	
8. Drank no coffee, tea, or "cola" drink..... (One or more, 0)	5	
9. Ate nothing between meals but fruit or milk ¹ (Candy, cake, or sweets, 0)	5	
10. Ate three regular and adequate meals..... (Two meals, 2½ points; one meal, 0)	5	
11. Took plenty of time for meals, eating without hurry.....	5	
12. Brushed teeth twice..... (Brushed them once only, 2½ points)	5	

¹ If underweight, bread and butter, a sandwich—other than a sweet one—or ice cream may be eaten between meals.

SCORE CARD FOR JUDGING DAILY HEALTH PRACTICES—(Continued)

Health Practices	Perfect Score	My Score
13. Took a bath..... (No bath, 0)	5	
14. Had recreation in open air for at least one-half hour..... (Recreation for 20 minutes, 2½ points; recreation for less than 20 minutes, 0)	5	
15. Rested at least 15 minutes ¹ (Less than 15 minutes, 0)	5	
16. Slept 9 hours with windows open..... (Eight hours, 3 points; seven hours, 1 point; less than seven hours, 0)	5	
17. Tried to improve posture three times..... (Tried to improve twice, 2½ points; less than twice, 0)	5	
18. Had one bowel movement without medicine..... (No natural bowel movement, 0)	5	
19. Was not angry or otherwise emotionally upset..... (Was upset but once, 2½ points; more than once, 0)	5	
20. Felt fine and was not ill in any way..... (Was ill, 0)	5	
Total Score	100	

¹ Rest means lying down, completely relaxed.

If the score is above 85, health practices may be rated as good; if from 75 to 85 as fair; and if below 75 unsatisfactory or poor.

so that they can resist disease and live longer, happier, and better lives.

Good mental and emotional habits are important. Sometimes we overlook this because our other habits are so insistent and tend to push these habits from our attention. Happiness and success in life depend much upon our mental and emotional habits. If we would have good ones, we should refuse to worry, to become angry, or to be filled with hate and envy. We should not let fear

get the upper hand nor waste ourselves in idle daydreaming. We should decide quickly what we want to do and then abide by our decision. We should expect to finish what we begin and stick to the job until it is done. We should expect to like others and to have them like us. We should welcome and accept new ideas and experiences, if the right kind, fearlessly and happily. We should strive for a wholesome balance between work and play. Too much of either is bad. Both are needed in the right amount. Individuals and families should work out plans whereby this balance can be obtained.

For your thinking and doing

1. Check your health practices on the score card on pp. 606 and 607. How do they rate?
2. Join a group to give a demonstration on some process in body care as care of fingernails, hands, hair, or face.
3. Cite two or three instances in which you had to "face life squarely" and make your own decisions. What was required of you in doing it?
4. Make a plan whereby you can keep yourself in good physical and mental condition and still do the work that is expected and required of you.
5. Cite examples from the classics, current fiction, and recent motion pictures of characters that had good health habits. Do the same for bad health habits. In each case, how did their habits affect their lives?

Problem 5. How is the body protected from disease?

Have you ever passed a house with a placard reading SCARLET FEVER or MEASLES upon it? Immediately you knew that someone was sick in the house and people must be kept out. If a person had anemia or a broken leg, he would be sick, but no sign would be posted. In the case of scarlet fever or measles the sickness can be passed on to other people. Such is not the case with anemia or broken bones. Thus, diseases are either of these two types. A sickness that can be passed directly from person to person is called a contagious, or communicable disease. The other type is known as a noncontagious, or noncommunicable, disease.

Much of our illness is caused by communicable diseases. Such a

disease results from the invasion of the body by plants or animals so tiny that they can be seen only by using a high-power microscope. Just as a catalpa tree differs from a pine in its manner and rate of growth and the rubbish that it scatters, so does one species of bacteria differ from another in its manner and rate of growth and in the poisonous substances thrown off in our body. In this fact we have an explanation of the different symptoms of two diseases, such as smallpox and diphtheria, as well as scarlet fever, pneumonia, tuberculosis, measles, undulant fever and the venereal diseases, syphilis and gonorrhea.

The causes of noncontagious or noncommunicable diseases are varied and include nutritional deficiencies, abnormal functioning of body glands and other organs, body injuries, and strain and overwork of the nervous system. Such diseases are xerophthalmia, pellagra, rickets, heart disease, anemia, goiter, and nervous exhaustion. As yet, the causes of all diseases are not known. Extensive research is going on constantly and more is being learned about the cause and prevention of disease. It may be that some of the diseases now thought to be noncommunicable are of the other type.

The nature of the body is such that disease-producing bacteria and substances are prevented from entering it. Many of these get no further than the body's exterior. The body has an aversion to spoiled food that makes food which does not have just the right appearance or odor distasteful and sometimes repugnant to us and we no longer desire it. Have you ever taken food which looked attractive, only to find that there was a foul odor from it that made you question its wholesomeness? Frequently the body is protected from infection through spoiled food by the disgust caused by the odor and appearance of foods. The mucous membrane that lines the nose and nasopharynx serves as a protection to the body. Sometimes on returning from a trip on a train or at the end of a cloudy, smoky day you may find your nasal cavities blackened with coal dust and soot. What does this mean? The moist lining of the nose caught the dust and literally cleaned the air before passing it on to the lungs. If the dust is particularly irritating, a secretion is set up that washes out the nose. In this way the mucous membrane guards

the body. The skin provides another important protection to the body. Have you ever thought of the various ways in which the skin protects the body? Day by day you are in contact with air laden with bacteria, you bathe in water containing bacteria, and no infection occurs. The skin safeguards the body by preventing the entry of these bacteria. If a cut or break occurs in the skin, a serious infection may result. At once antiseptics and other substances are used to encourage healing and to prevent danger of infection resulting from the injury.

The body has a protection in the white blood cells which have the power to destroy invading bacteria. It may be difficult to realize that there are in the body white corpuscles that have as great a part in a body's well-being as have the red blood cells. The red blood cells may be regarded as the "Service of Supply" men, who bring the supplies needed in the form of oxygen. The white cells are the "Soldiers in the Trenches," who meet the enemy germs in combat. If the germs are virulent, or if they are present in large numbers, they may overcome the white cells. The body's safety depends on the ability of the white blood cells to master the invaders and the ability of body cells to neutralize the poisons the germs produce. Along with this ability of the white corpuscles to destroy bacteria in the body, is the capacity of the body to build up an immunity to a disease. When germs enter at any point, as in a pin prick through the skin, the blood is drawn to that point in increased amounts and white blood cells swarm out and attack the germs, changing them into harmless, lifeless substances. At the same time, the body cells are producing substances that will neutralize the poisons the bacteria produce. These substances are called "antibodies." Through them you are protected from another attack of the specific disease as long as they remain in the body. A person who has such protection is said to be immune. In a like manner, some individuals are able to build up an immunity to sensitivity to a protein.

The body can be aided in building up or borrowing an immunity to certain diseases. Important in this are the vaccines and serums. Have you ever been vaccinated for smallpox? Do you remember how this was done? Vaccines may be said to mobilize the body's

defense and to render it immune. The first smallpox vaccination of which we have record was done in 1798 by Dr. Edward Jenner. Dr. Jenner found that the milkmaids who had had a cowpox on their hands were immune to smallpox. He then obtained scabs from swellings on cows that had cowpox and placed some of this substance on scratches in the skin of people who wished to be protected. These persons developed a mild form of cowpox and became immune to the disease of smallpox. This occurred long before the knowledge of bacteria was available. Imperfect as the knowledge was, it saved the lives of many. Today the vaccine is prepared in pure form and the treatment is required for all school children. Typhoid fever, Rocky Mountain spotted fever, and rabies are other diseases that are now prevented by vaccines. Through the use of any one of these vaccines the body is stimulated to produce antibodies that aid in the battle against the disease germs. Serums are used chiefly in the form of "convalescent serums" to aid in the recovery of the disease. Such serums are in use in treating measles, scarlet fever, and poliomyelitis.

Diphtheria was long a disease for which no vaccine was available, but now a toxin-antitoxin treatment is given which creates immunity from diphtheria. The Schick test is used to determine the need of such treatment. It is given to children who have never had the disease. First a tiny amount of toxin or diphtheria poison is put under the skin. If the child has a natural immunity, the antibodies prevent the toxin from having any effect. If there is no immunity, the point where the toxin was injected becomes red, revealing the lack of immunity; thereupon, a dose of toxin-antitoxin is injected under the skin, creating an artificial or borrowed immunity. This toxin-antitoxin method of creating immunity where it does not exist will, it is believed, eradicate diphtheria in a few years. Until this was discovered, there was no preventive for diphtheria, but for thirty years antitoxin has been available for treating persons who had the disease. Tetanus is another disease in which antitoxin is used as a preventive measure. Several diseases, including tuberculosis, are still unconquered by vaccines and serums, but scientists are working on this problem. For some time the Dick test has been used to determine immunity to scarlet fever, and the

development of tests for immunity to other diseases is now being studied.

The use of drugs in the treatment of certain infectious and communicable diseases has long been known and practiced, as for example, quinine in the treatment of malaria and certain compounds in the treatment of syphilis. More recent are the sulfa drugs which have great power in destroying bacteria and have made great changes in the treatment of many infectious diseases. A still newer substance with powerful antibacterial action is penicillin. It, too, gives promise of wide use in this type of illness.

Good health practices are always an aid in protecting the body from disease. This is true no matter what the illness may be or whether contagious or noncontagious. Have you ever heard the quotation, "Many people dig their graves with their teeth"? One of the best ways to keep the body free from disease is to choose food wisely and eat it in moderation. Much is known today concerning the body's need for minerals and vitamins, as well as for protein and fuel foods. The body's needs for food must be met if health is to be maintained. Sufficient sleep and rest have long been regarded as important protection. For many people the rest taken in the early hours of the night seems more complete than that gained by sleeping late in the morning. Plenty of fresh air at a temperature not to exceed 70 degrees F. should be furnished. Studies show that minor variations in the temperature are stimulating and invigorating to the body. The body needs exercise. If you have studied the complex muscular system of the human body, you realize that there is need for various kinds of exercise to bring all the body muscles into play. Walking is one of the best general exercises, but there are many muscles that are not developed by it. It is highly recommended that each person plan for the daily exercise necessary for his physical fitness. Perhaps you have heard the comment that a certain person is susceptible to cold because he is depressed? By this is meant that he is discouraged and downcast. Usually these mental attitudes have a direct bearing upon the body processes. A buoyant spirit is a valuable means of keeping the body in good condition. The advice of a physician is invaluable as a protective measure. Physicians have spent many years acquiring information concerning the human

body, its workings, and the disorders that affect it. Through their advice we can best plan the measures for our good health. No one thing goes as far to give us protection from disease as does a yearly physical examination by our physician. Should one become ill, the advice of a reputable physician should be sought and his instructions followed.

For your thinking and doing

1. State ten health rules that would aid in avoiding contagious diseases. Do the same for noncontagious diseases. Compare the two lists of rules.

2. Make a list of contagious diseases and for each suggest the preventive treatment now used. How successful has each been? For which diseases are there no preventive treatments as yet?

3. Mary and Elizabeth are sisters. Mary is well and strong and seldom ill. Elizabeth takes every disease that comes along. What explanation can you offer for this?

4. John and James have been exposed to diphtheria. In his examination the physician found John immune. How could he determine this? He states that James must have preventive treatment. Outline the steps in the treatment that he will give James. If the boys had been exposed to scarlet fever, how different would the procedures have been?

5. Florence is underweight, stays up late at night, and has a poor appetite. She has had several colds during the winter. What explanation can you give for this repeated infection?

Problem 6. How can the spread of contagious diseases be checked?

The spread of disease by contact was recognized long before scientists knew about bacteria. If you were to turn in your Bible to the fifteenth chapter of Leviticus, you would find given the laws that were enforced many thousand years ago to prevent the spread of disease by contact. It is evident that then, as now, direct person to person contact was not all that was feared. Have you ever known a mother to say, "Now stay away from the baby because you have a cold"? Perhaps later you saw the older child rolling a ball to the baby from the other side of the room, or perhaps blowing on a

horn and then tossing it to the baby to blow. Thus the warning to "stay away" failed to secure the safety the mother desired.

Preventing contact is an important means of control. Under "contact" should be listed not only the direct contact with the person but also contact with articles touched by him. Handkerchiefs, forks, spoons, towels, pencils, and toys used by the sick, or foods from which they have eaten, may bring the well person in direct contact with the living disease germs from the sick. Communicable diseases are spread from the excretions and secretions thrown off by the body. When a person with a cold coughs or sneezes into your face, you may be infected through the germs carried in the tiny droplets of saliva sprayed upon you. When a person with a cold in the head handles his handkerchief and then uses your pencil, you may be infected as a result of the spread of his nasal secretion upon your pencil. Most communities have a rule against spitting on the walks or in public places. Such a rule is an effort against contact infection. The sputum of a person infected with a cold or tuberculosis that has been ejected upon the sidewalk, may reach a toddler's toy or a person's shoe and, through the handling of the article by the unsuspecting person, germs may find their way into his body. Greater care should be taken to safeguard against such infection.

Quarantine is the usual measure taken to prevent the spread of contagious diseases. It keeps the person who has the disease away from others. Thus, contacts with the disease-carrying excretions and secretions of the sick person are prevented or greatly lessened.

Safe food lessens the danger. This means that the food supply should be safeguarded so that good health may be maintained. In the control of communicable diseases, such care is most important. This point is illustrated forcibly by the case, often cited, of the man with septic sore throat, employed in a dairy, who was the unconscious means of starting an epidemic of this disorder through his unsanitary handling of milk. The statistics on the number of cases of tuberculosis among children traceable to the use of unpasteurized milk from infected herds also prove this point. Undulant and typhoid fevers are other communicable diseases that may be carried

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF HEALTH

MEASLES

THESE PREMISES ARE UNDER STATE QUARANTINE

No person shall be permitted to enter, leave or take any article from this house without permission from a legally authorized agent of the State Department of Health, excepting physicians and trained nurses in charge of the sick.

Animals must not be permitted to leave these premises.

No person other than those authorized by the Department of Health shall remove this placard. Any person or persons defacing, covering up, or destroying this placard render themselves liable to the penalties of the law.

Act of Assembly approved July 17, 1919, provides that any one violating the provisions of this Act, upon conviction thereof, may be sentenced to pay a fine of not less than \$10.00 or more than \$100.00, to be paid to the use of said county, and costs of prosecution, or to be imprisoned in the county jail for a period of not less than ten days or more than thirty days, or both, at the discretion of the court.

By order of the Department of Health.

Health Officer.

Posted _____ 19

Address.

Everyone knows that this sign means "Keep Out"! The quarantine provisions are for the sake of well people more than for those who are stricken with disease.

by milk. By protecting the food supply, the danger from contagious disease is lessened.

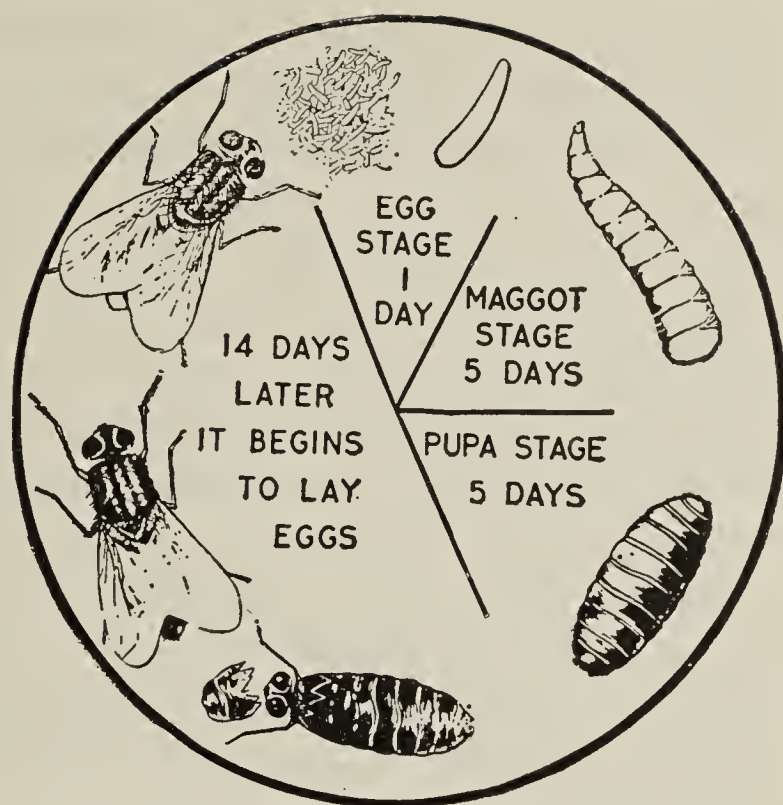
Safe water also lessens the danger. Have you ever gone on a picnic and carried water with you because you thought you might not find safe water? Typhoid, paratyphoid, and dysentery—contagious intestinal diseases—are diseases frequently carried in water. Often when a town or community has an epidemic of typhoid fever, it is traced to flooded streams bringing human wastes into the water supply. Living germs able to cause this disease are carried directly to those using the water. If water stands for some time in the sunlight, the germs tend to be destroyed by the lack of food and the effect of the light. Picnickers and campers should be especially careful of their drinking water and that used in the washing and cooking of food. Many serious illnesses have resulted from using water from polluted streams, springs, or wells. A safe policy is to "boil suspicious drinking water." Swimming in a stream or pool in which the water is unsafe is exposing oneself to a health

hazard. This should be avoided just as strictly as is the drinking of such water. An unguarded water supply, whether it be from a well, a spring, a stream, or a lake, is a constant menace to the health of those using it. Every community should not only guard its water supply but should test it regularly and treat it by chlorination or some other effective method when suspicious conditions arise.

The control of germ-bearing insects and parasites is essential. If you were making a list of the germ-carrying insects, you would probably head it with flies. Next you might think of mosquitoes; then probably the tick or the flea. To many people the fly seems a small, ever-present insect, to be treated with disdain but not with fear. If it were possible to show such people the trail of the fly, perhaps their ideas would change. The fly is dangerous as a germ carrier; in the first place because its anatomy is such that bits of filth and dirt adhere to it readily. If you will catch a fly and look at it under a powerful reading glass you will see the hairs on its feet that catch and hold filth. In the second place, the fly makes no distinction in where it goes. It walks over filth in garbage, sputum in the street, wastes in the out-of-door toilets, and then flies to the food on our tables, fruit in the stores, bread in the bakery, or milk in the dairy. Wherever it goes it leaves a trail of filth and disease germs. The third reason for listing the fly as a dangerous enemy is the fact that it is so prolific. The female fly may lay from 100 to 150 eggs in a batch. During one season she may lay four or five batches, producing a total of more than 500 flies. The fly's egg passes into the larval stage in less than a day's time; the larva becomes a pupa in five days' time; and after five days more the pupa becomes a fly. Within two weeks from the time the egg is laid, an adult fly, capable of laying eggs, can develop. It has been computed that a single fly in April may multiply and bring into the world 6,000,000,000,000 flies by September. The problem becomes more pronounced when you realize that a single fly may carry disease germs that will endanger the health of the entire family. Control of the fly is essential for health. If an attack could be planned that would eliminate breeding places, such as manure piles, rubbish heaps, open toilets, and uncovered garbage cans, a great step would

be taken toward controlling the fly. If, in addition to this, warfare could be waged on the adult fly, especially in the early spring, much ground would be gained. Protection of food from fly pollution controls the damage flies may do. This can be done only by complete screening of our kitchens and dining rooms, and of the entire home if possible.

Next to the fly in importance as a disease carrier is the mosquito. Perhaps you have heard that mosquitoes carry yellow fever, and have been most uncomfortable when you have heard the drone of one of the pests near you. You will be interested to know that there are three common classes of mosquitoes: one that may carry yellow fever and dengue fever, one that may carry malaria, and one whose only possible injury is its bite. The variety that carries yellow and dengue fevers has been pretty well exterminated in North America; but the malarial mosquito is still to be controlled. It is most prevalent in the southern states, but sometimes it is found in other sections. If this mosquito bites a person infected with malaria, the malaria germ is taken into the mosquito's body. Later the mosquito may bite another person and pass the disease on. It is difficult even to estimate the lives and health lost through the ravages of malaria. The steps in mosquito control are not so different from those suggested for fly control. Eliminating the breeding places, killing the larvae and pupae, and screening our homes so that we are protected from the adult pest are the measures usually suggested. Doing away with water—as in cans, pools, swamps, and sluggish streams—near our



International Harvester Co.

The life cycle of a fly is divided into four stages.

homes and putting kerosene on the surface of any such accumulation of water eliminate breeding places.

The bedbug, the body-louse, and the tick have all been found to be carriers of diseases and should be gotten rid of whenever found. Typhus fever, Rocky Mountain spotted fever, and tularemia, or rabbit fever, are also insect carried diseases. Extensive research has been done on typhus fever, and its cause and prevention have been definitely established. Typhus fever tends to appear among people who are crowded together in living quarters so close that body lice flourish and spread.

The recent discovery of the powerful insecticide DDT gives promise of a new and effective way of destroying insect carriers of disease. Already this substance has proved its great value as an eliminator of flies, mosquitoes, bedbugs, lice, and ticks along with a number of other insect pests.

Certain parasites, such as the hookworm, tapeworm, pinworm, and trichinella are also responsible for disease in man. They usually are carried to man in either the full-grown or larval stage in food or water. The hookworm, if given a chance, will enter through the skin of the feet and ultimately reach the intestines. The cleaning up and treating of all infested areas to get rid of the parasites and their larvae and the establishing of strictly sanitary practices in the homes and communities in these areas are the important means of preventing the spread of the diseases caused by parasites.

Protection against carriers is needed. Sometimes a person who is apparently well is found to be harboring the germs of a communicable disease in his body. Perhaps he has had the disease and recovered. Perhaps he has never had it. The germs may live in his body and, though he is not sick, they make him a carrier of the disease to others. If the germs are carried by the contact method to some other person, that person may have a serious illness. Perhaps you have heard of Typhoid Mary who, though not sick herself, caused many cases of the disease. Diphtheria, septic sore throat, pneumonia, and meningitis, are often spread by carriers. Poliomyelitis (infantile paralysis) is so listed by many authorities. Diseases spread thus are difficult to control. The carrier is not always easily located. Then, too, an epidemic may be well under way

before the source of the infection can be found. Examination and isolation of all suspected carriers are absolutely necessary. Most public health departments use this method of control.

For your thinking and doing

1. Suggest several rules for preventing the spread of contagious diseases.
2. List the contagious diseases that have occurred in your family during the past year. Tell how they were "caught," if possible. Explain how they might have been prevented.
3. Outline the measures that should be taken by a community to prevent the recurrence of an epidemic as typhoid fever, septic sore throat, malaria, scarlet fever, or other contagious diseases.
4. Write a letter to a homemaker explaining why she should rid her home of flies or mosquitoes.

Problem 7. How can noncontagious diseases be prevented and checked?

Unlike communicable diseases, the causes of noncontagious diseases are widely different. Often they are of longer duration and require more time for recovery. Sometimes a noncontagious disease is the aftereffect of some contagious disease. Frequently its onset is gradual, with the symptoms not pronounced, and it may not be distinguished for some time. There are so many of these diseases that it is almost impossible for a person to have specific preventive treatment for every one of them. Further, such treatment is not known for all of these noncontagious diseases. In many cases the illness comes as a complete surprise. Until recently, research has dealt more with contagious diseases, and we are only beginning to learn about the causes and prevention of these other diseases. Thus, more attention has been given to the checking or curing of noncontagious diseases than to their prevention. In general, the basic preventive measures for all of these diseases include safe and wholesome living; good health habits, including food habits; regular annual physical examinations by a physician; semi-annual dental examinations; and the removal or correction of all

remediable defects. As more is known of the nature and causes of these noncontagious diseases, more will also be known of their prevention, and better health will be enjoyed.

Noncontagious diseases are often infectious ones. This means that the disease is caused by or is the result of an infection not directly communicable to others. The infection is caused by pathogenic bacteria, but those that are not specific for any particular disease. The infection may be localized—that is, centered in one place in the body as in the case of a boil, an infected finger, infected tonsils, or infected teeth. The infection may be general—that is, the bacteria and their poisons are widely distributed throughout the blood stream, as in the case of septicemia, commonly known as “blood poisoning.” An infection localized at first may easily become the source of a general infection involving the entire body. It may also become the source of the infection of some part of the body not even close to the localized infection, as in the case of some forms of rheumatism and heart disease. An infection may be acute—that is, very severe and very rapid in development, as in acute appendicitis and acute septicemia. In such cases the infection usually reaches a crisis within a few hours. An infection may be chronic. A chronic infection is less violent than the acute infection and continues over an extended period of time, draining more or less slowly into the blood stream. Diseased tonsils, teeth, gall bladder, and other organs are all sources of chronic infections. The nature of a chronic infection often encourages its lack of attention and neglect. However, such a type of infection is very harmful to general body health. Noncontagious diseases and conditions known to be the result of infections are appendicitis, gall bladder infection, and certain forms of rheumatism. Often kidney diseases, heart diseases, ulcers of the stomach and intestines, neuritis, neuralgia, sinus trouble, middle ear diseases, and some mental and nervous illnesses are caused by infection. Important in preventing and checking these infectious diseases and those resulting from infection are the prevention of the entrance into the body of the bacteria causing the illness, the removal of all centers, or focuses, in the body producing the bacteria, and the destruction of the bacteria already in the body.

Certain noncontagious diseases are of a nutritional nature.

One type of these results from the lack of certain foods in the diet. The illness may be the result of a general low intake of food, as in malnutrition and underweight; or it may be the result of a deficiency of some one or more food essentials, as in beriberi, caused by a lack of vitamin B₁, or thiamine, and in anemia, caused by a lack of iron. Other food deficiency diseases are xerophthalmia, rickets, scurvy, nutritional cataract, and pellagra. Most of them are the result of a complete or extensive and somewhat prolonged lack of the food essential. Even a slight lack, if continued for some time, though it may not produce one of the food deficiency diseases, may result in general body weakness, and especially in low resistance to infections of any type. Prevention and check of these diseases is done by including in the diet the lacking food essentials in generous amounts.

Another type of nutritional illness is that known as food allergies. These result from excessive sensitiveness within a person to the protein of one or more foods. When such a food is eaten, the body reacts unfavorably. Often there is a swelling of the bronchial tubes, making breathing difficult. The eyes and nose may become watery and itch and burn and much sneezing may take place. Sometimes the rash called hives or the skin disorder eczema appears. The sensitiveness may be so severe that merely coming in contact with the offending food will cause some reaction. Fatigue



Farm Security Administration

Inadequate food, poor living conditions, and lack of proper clothing contribute to poor health.

often heightens the sensitivity of the body to these foods. The two most common diseases due to allergies are hay fever and asthma. Hay fever is caused by sensitivity to the proteins in the pollens of various plants which enter the body through the nose and mouth in breathing. Asthma is caused by sensitivity to the proteins in foods and other substances of animal and vegetable nature as feathers, hair, bacteria, and pollen. Preventing illness due to food allergies is done by omitting the foods in question from the diet, by the use of serums which reduce the body's sensitivity to these objectionable proteins, and by avoiding extreme fatigue.

Some noncontagious diseases are of a functional nature. Sometimes certain glands and organs fail to function properly. The reasons for such failure, as yet, are not all known. In certain cases injury has been the cause, and in others, infection of some kind. It would seem that undue and prolonged emotional and mental strain may also be responsible. The endocrine glands—as the thyroid, the adrenals, and the pituitary—are often involved in these disorders. Underactivity and overactivity of these glands cause illnesses and abnormalities in various body activities. Little is known yet of what should be done to prevent failure of the endocrine glands. However, deficiencies in the secretion of these glands may be made up by providing the body with the substance needed. The pancreas is another gland that may fail in some of its functions. When this happens to one of these, the proper digestion and assimilation of carbohydrates does not take place, and the person then has the disease known as diabetes. The daily injection of insulin into the body is the chief means used to furnish the lacking secretion of this gland. Sometimes such organs as the heart, kidneys, stomach, liver, and intestines fail to function as they should, resulting in disease and illness. Various causes may be responsible. Whatever the cause may be, its removal should be sought and the proper treatment administered. Good health and good health habits, as in other types of illness, are aids in the prevention of illness of this nature.

Noncontagious diseases may result from disorders of the nervous system. Many of these illnesses are due to the stress and strain of present-day living, which taxes the nervous system almost to



U. S. Public Health Service

Behind the scenes in laboratories and research departments is conducted an endless campaign against disease. The laboratory worker here is engaged in tissue culture work relating to cancer.

the limit. Much of our work demands close attention and exerts pressure for a large output in a short time. People hurry to work and they hurry home. They hurry in their eating and in their leisure hours. Often the evening's activities require as much activity as the day's. In our cities and towns there is a lot of disturbing noise which is also wearying and tiring. Lack of sufficient sleep and rest seems to be far too prevalent among people. Many nervous systems are unable to hold up under such conditions, and improper functioning thus results. Any illness in which some part of the nervous system is involved is more or less serious, as recovery from it often requires a long time. The nerve tissues are slow in coming back to normal. Mental illness or disorder of the nervous system sometimes is due to injury and to aftereffects of other diseases. Unfortunately illnesses involving the nervous system or some part of it are on the increase. Because their checking and cure are slow and

difficult processes, we should so plan our living that they do not occur.

Cancer is a noncontagious disease. Cancer is a malignant growth that for some reason not yet understood starts in some one place in the body as a result of changes in the body cells. These unhealthy cells start growing and take the place of the normal healthy cells. Some believe this abnormal growth is due to a chronic irritation of some sort in the part of the body affected. Sometimes the cancer grows slowly and sometimes rapidly. Cancer, generally, is a disease of middle life, though young people do have it. Cancer may be cured in its early stages by the use of X rays, radium, and surgery. The difficulty lies in being able to detect the disease before it has time to spread. This is specially true of the internal cancer. Prevention of cancer consists almost entirely of early diagnosis and its removal. Abnormal and continued bleeding, hard lumps anywhere in the body, and warts, moles, scars, or blemishes that start to change color or to grow should be shown to a physician at once. Since cancer is the second largest cause of death from disease in the United States and is steadily increasing, we should do all that we know to prevent and check it. Extensive research in the cause, prevention, and care of cancer is being carried on. We can expect to have increasing knowledge concerning it.

For your thinking and doing

1. Name the ways in which noncontagious diseases are less serious than contagious ones; more serious.
2. Make a report on some noncontagious disease. Include its symptoms, effects, treatment, aftereffects, prevention, and extent. In what ways might it be related to a contagious disease?
3. Explain how worry might bring on illness.
4. Outline the procedure you would follow if a wart on your finger became sore and bled frequently.
5. Mary Jane is allergic to eggs. What foods could be included in her diet to replace the eggs?

Unit Activities

1. Keep a record of the food you eat for one week. Check with the guides for the selection of food on pages 598 and 599. In what respects

does the food you eat meet the standards for a good diet? In what respects is it lacking?

2. Plan a week's menus for yourself that would meet the standards for a good diet. Do the same for your family. In what respects do these menus differ?

3. Take an inventory of your health practices. Decide upon one or more health habits that you need to develop and try your best for the next month to form it. Report your experience, including success and difficulties along with the method used.

4. Make a chart of communicable diseases, showing the period of incubation, symptoms, effects, and how spread, prevented and controlled.

5. Begin to keep a semester's health record for yourself. Analyze it and make recommendations for yourself. On the basis of these plan a health program for yourself.

6. Plan and begin keeping a daily program of exercise for a given period of time.

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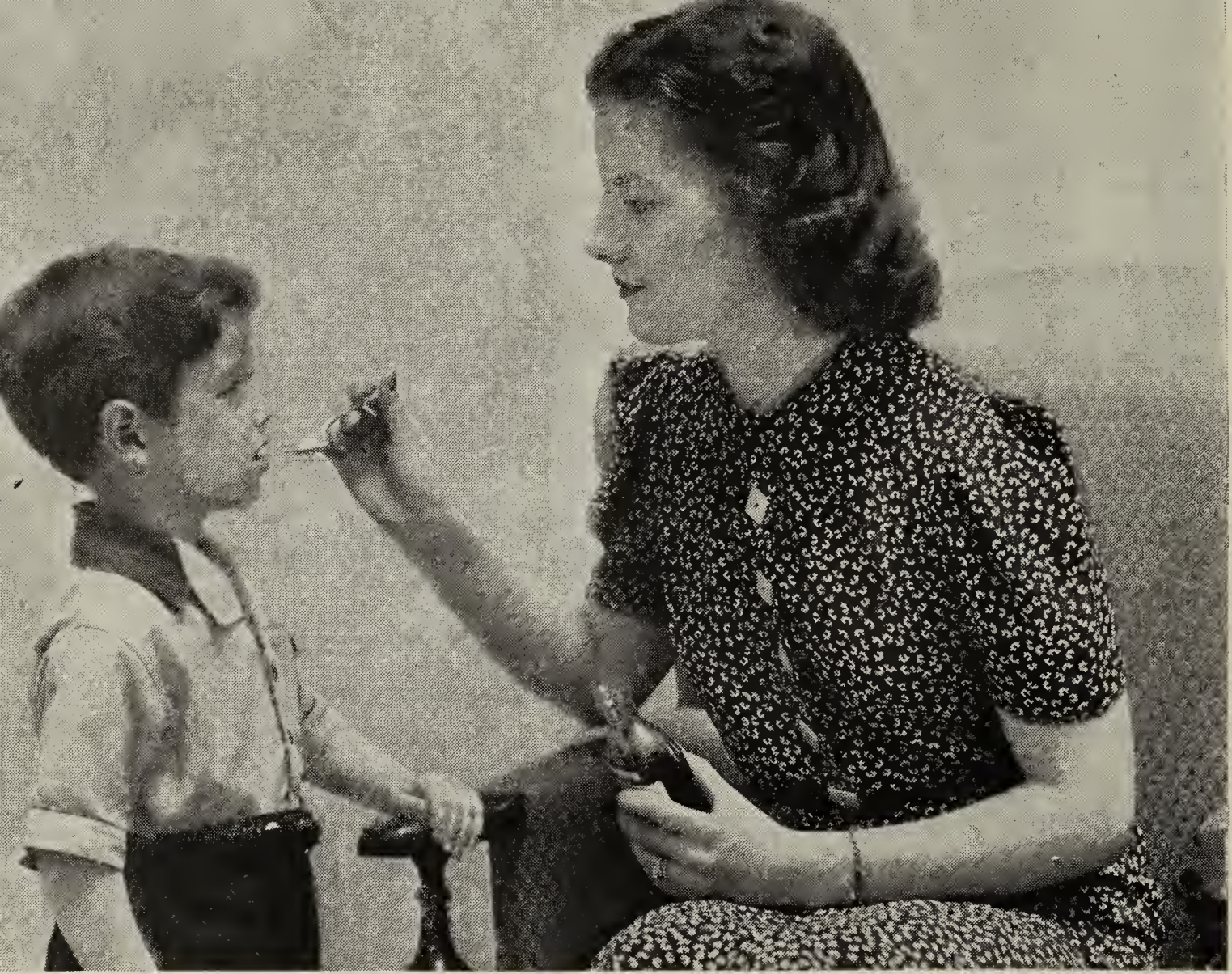
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H. Armstrong Roberts

Unit 15... Being a Home Helper to the Physician

HAVE you ever thought of the number of accidents or illnesses that occur in your home or school which require immediate treatment and attention? Some of these are serious and need the aid of a physician. Some also require that something be done for the injured person before the physician arrives. Others can be cared for in the home or school if the proper treatment is understood. Our complex manner of living has increased the number of accidents, and our knowledge of the means of in-

fection has made us more concerned about adequate and proper procedure in cases of emergency. Perhaps you have known of cases in which the life of a person was saved by someone knowing the correct thing to do. Because of the necessity of such knowledge and skills, schools, clubs, and many organizations offer instruction in first aid and in home and emergency treatments. Again and again people are called upon to administer emergency treatments of all kinds. A cool, level head and a knowledge of what to do and how to do it are essential at such times.

Important in caring for these emergencies are the proper equipment and remedies. In most homes these supplies are kept in one place, usually called the home medicine chest. If this is to be an effective aid in the time of emergencies, attention should be given to its contents, arrangement, and care. The purpose of the medicine chest is to aid in the maintenance and recovery of the health of members of the family. Certain equipment and a limited supply of simple remedies that are especially helpful in this regard should be available in every home. Home remedies, of course, in no way take the place of a physician's treatment, but in many localities a physician lives at some distance, and immediate aid may be needed. There are also certain minor illnesses that are common and frequent for which the physician sometimes suggests, by phone, such simple remedies as quinine, castor oil, or Epsom salts. It may be necessary to treat a cut or a bruise, and the dressings and ointments should be available. A hemorrhage may need to be stopped and the needed equipment should be on hand. All of this shows how important in the home is a carefully planned, well-arranged, and orderly medicine chest.

The frequency with which mistakes are made in the taking of medicine shows the need for greater care in labeling medicine and drugs and greater caution in administering both. The presence of a drug in the home medicine chest does not mean that it is a good thing to include in the daily fare of any member of the family. A drug habit, whether it be a constant dosage for constipation or the deadly morphine habit, may result in infinitely more harm to the person than would have resulted from the ailment for which the drug was first taken.

Problem 1. **How shall we plan the home medicine chest?**

A medicine chest is desirable in every home. There are certain needed remedies, drugs, and equipment which should all be assembled together in a clean and well-protected place to be convenient for the use of the family. A regular cabinet may be purchased for this purpose, or a box may be easily utilized. Recently a safety medicine chest was devised and is now offered for sale. By means of the arrangement and labeling of equipment and other supplies and by a safety catch on the door and a light switch operated by the door, the danger of accidents related in some way to the home medicine chest is greatly lessened. The chest should be located out of the reach of small children and should be easily accessible to the other members of the family. The bathroom is a common location for the home medicine chest.

Certain drug supplies and disinfectants should always be available. The drug supplies most frequently needed are boric acid solution, baking soda, salt, mineral oil, Epsom salts, cascara sagrada, camphor, vaseline—both plain and carbolated, zinc oxide ointment, and an unguent. In addition to these, each family will include such other drugs as are required for its special needs. Certain disinfectants should be included in the home medicine chest in order to meet emergencies that frequently arise. Iodine, a 10 per cent solution of Argyrol, a lysol solution, rubbing alcohol, and at least one of the recommended commercially prepared astringents are important. Iodine should be kept in dark glass-stoppered bottles. All poisons should be placed on a shelf by themselves and the bottles carefully labeled. The older members of the family should be familiar with the use of these supplies.

Certain appliances are desirable to have on hand. The home medicine chest should be equipped with the following general supplies:

- One card each of large and small safety pins
- One medicine dropper
- One graduated medicine glass
- One pair of scissors

- One clinical thermometer
- One hot-water bag
- One fountain syringe or irrigation can
- One bedpan
- Two or more stiff brushes for scrubbing the hands
- Roller bandages from 1 to 2½ inches wide
- Two bent glass drinking tubes
- One-fourth pound of absorbent cotton
- One bar of castile soap
- One spool of adhesive tape, one-inch wide
- One jar of sterilized gauze
- An irrigation glass for the eye

If electricity is available, an electric pad is an excellent appliance to have in the home, but its wiring must be in perfect condition to avoid short circuit and possible fire.

All medicine should be labeled and put out of the reach of children. This fact holds whether it is kept in a medicine chest or elsewhere. The need of labeling medicine seems apparent, yet frequently people think it is easy to remember what medicine was put in a certain unlabeled bottle. Perhaps they merely postpone labeling; most often they neglect it. The result is a number of boxes or bottles without labels, useless because their contents are not known, and therefore dangerous if used. It should be a never broken rule that every container of medicine or drugs should be labeled distinctly before it is placed on the shelf, and all unlabeled bottles should be discarded. It is most important that all medicines be placed out of the reach of children. Serious and too frequent fatal results follow the handling of medicine by children.

The containers of poisonous drugs should be easily recognized. Have you ever read of death resulting from a poisonous drug being taken by mistake? This frequently occurs, even though the bottle is carefully labeled. Colored bottles have been recommended as a type of container that might serve as a warning. Why might this not prove a complete protection? Accidents often occur when medicine is taken in the dark. A colored bottle would not serve as



Poisonous drugs should be put into bottles that are distinctly different in shape than those used for other liquids held in the medicine cabinet.

a warning to careless persons following such practice. Other precautions should be taken.

If bottles that are decidedly different in shape are used for poisons, accidents might be avoided. The suggestion has been made that a triangular-shaped bottle be used, but these are not always available. In one home, stoppers of a certain kind are used on the poison-containing bottles. In another home, all bottles containing poison are brushed with lacquer and sprinkled with sand. The label is then pasted on the bottle. The sense of touch gives warning that the bottle contains poison.

Antidotes for common poisons should be posted. This should be where the list of antidotes is easily seen, either in the home medicine chest or other places where the poisons are kept. There are certain specific substances that serve as antidotes for common poisons. The one applicable for a given poison appears on its label. The listing of these in tabular form and the placing of the facts where they can be readily seen—such as on the inside of the medicine cabinet door—is desirable.

In general, attempts to counteract the effect of poisoning include the diluting of the substance by a large fluid intake of soapsuds, salt water, soda, and milk, and then the removal of the substance from the body by forced vomiting or by a stomach pump. A large dose of Epsom salts is usually given following the washing out of the stomach. It is useful in most cases of poisoning. If the poisoning

resulted from taking strong acids or alkalis or bichloride of mercury, the treatment of dilution and removal is followed by milk or milk and eggs beaten together.

Individual medicine chests are also useful. These are often known as first-aid kits and have won favor from such organizations as Camp Fire Girls, Girl Scouts, and Boy Scouts. They are small metal boxes usually slipped into a washable case. As space is limited, the contents of such boxes must be carefully planned: an ointment for blisters and burns, tablets for purifying water (to be used when water is questionable), mercurochrome, merthiolate or iodine swab, soap solvent for poison ivy, aromatic spirits of ammonia swabs, adhesive plaster, first-aid dressings, tailor-made bandages, and sterile gauze bandages. To this list may be added a mentholated salve, a small bottle of disinfectant, a small box of aspirin, a small box of Epsom salts, and laxative tablets. Hikers, campers, picnickers, and motorists often carry such boxes and find many varied uses for them. Such first-aid kits can be made at home or school.

For your thinking and doing

1. Name ways of identifying bottles containing poisons, other than those mentioned in this problem. Bring an example to class.

2. Plan a medicine chest for your family. Estimate the cost. How would this chest differ from one at school?

3. The Allens have decided that they need a home medicine chest. There are four children in the family—two boys, nine and ten; and two girls, three and six—and they frequently need medicines, bandages, and the like. Mrs. Allen thinks that there are some standard drugs and equipment which should be kept on hand. What would you suggest for this chest? Where would you recommend that this chest be located? What would such a chest, its equipment, and supplies cost the Allens?

4. Plan an individual medicine chest to be made from a small box or tin tobacco can.

5. Check your home medicine chest. List the contents. Which of these need to be thrown away? Why? What further equipment is needed? What further supplies are needed? What will these additions cost?

6. Check the school medicine chest. What needs to be done to bring this chest up to standard?

Problem 2. **What procedures shall we follow in the use of medicine?**

It is commonly said, "Read all labels on medicine bottles or boxes three times." This is a rule that is offered as a measure of safety and is one of the first that should be observed. If the label is read three times, the possibility of mistake due to excitement, carelessness, or poor eyesight is greatly lessened. If you realize that all drugs are more or less undesirable, and many of them are highly injurious and poisonous, you understand why such precautions are urged. Reading the label three times is not too much to do as a protection from mistakes.

The directions given should be carefully followed. The three items that are most important in giving medicine are accuracy, punctuality, and efficiency. If the prescription calls for six drops, or for one teaspoonful, or two tablespoonfuls, the patient should receive exactly the amount stated. If the dosage is to be given every hour, or every three hours, the time should be neither lengthened nor shortened. Punctuality in giving medicine is of great importance. Frequently the value of the drug depends not only on the dosage prescribed but on the way in which it is given to the patient. Usually medicines are given with water. The water may have an important effect in the ability of the body to absorb and use the drug, and may be necessary to meet the increased demands of the body for fluids. A glass two-thirds full of cool water affords about the amount to offer the patient following a dose of medicine. The physician's orders may designate that the medicine shall be given before meals, after meals, or between meals. In such cases the relation of the dosage to the mealtime is important, as the effect of the drug may depend on whether there is food in the stomach or not.

The unpleasant taste of certain medicines may be disguised. Have you ever been nauseated or made "sick at your stomach" by the taste of a medicine? If so, it probably affected your reaction towards further dosage with it. As aversion to the taste of medicine may be so strong as to make its administration difficult, it becomes important that the taste should be made as pleasant as possible. If given in water, the drug should be diluted so that the taste is not

strong. Cold water from a clean glass should be given immediately afterwards. Ice held in the mouth before and after the dose of medicine is taken often proves helpful to the patient. The cold numbs the taste nerve ends so they do not register the unpleasant flavor. Castor oil is sometimes prescribed and is seldom acceptably received by the patient. There are ways by which the taking of this medicine may be made more bearable. The simplest of these is by the use of buttermilk. A small glass of sour buttermilk is chilled and a few chips of ice added. The dose of castor oil is poured into the center of the glass, care being taken that it does not touch the side of the glass. When the buttermilk has surrounded the dose, it is swallowed rapidly. Ice held in the mouth before and after giving the medicine lessens possible nausea. Some patients are averse to buttermilk and find castor oil so treated very objectionable. Another method common in hospitals is based on the use of lemon juice. A small glass is rinsed with lemon juice so as to prevent the adhering of the oil to the glass. Two teaspoonfuls of lemon juice are put in. The oil is poured in, and on top of this more lemon juice is added. A few chips of ice may be put in. The glass and its contents are carefully chilled before serving. Another method is to stir together the lemon juice and oil, and then add as much baking soda as adheres to the tip of a spoon. The soda causes the liquid to fizz. Drink while fizzing. Chilled acid soda pop may also serve as a carrier for the oil. The practice of disguising the unpleasant taste of medicines with foods should be done with caution. Especially is this the case when the food is one of the essential foods as milk, eggs, or citrus fruits. As a result of such a practice, the food may become so distasteful to the person that he omits it entirely from his diet.

Persons without medical education should avoid recommending medicines. Have you ever been in a group when someone complained of feeling ill? Perhaps he had a cold or indigestion or a sprained ankle. Almost instantly, various remedies were suggested for his ailment. Each, according to the person offering it, was a sure cure for the illness in question. Common experience has shown that the taking of medicines recommended in this way is not a safe procedure. Not infrequently a medicine is suggested that

is without value. For example, at one time a small bag of asafetida worn about the neck was regarded as a cure-all and preventive of the diseases of childhood. A few drops of kerosene rubbed on the back of the neck was supposed to relieve constipation. Both these prescriptions are worthless, being entirely unrelated to the cause of the specific disease or to its symptoms.

One of the worst features in the use of a worthless prescription is the time lost through its use. In some cases this is of sufficient importance to determine the success or failure of proper care later. One cannot afford to lose time by using worthless prescriptions. There may be other effects following unofficial prescriptions that are still more serious. The effect of the prescription may hide important symptoms. It is not uncommon to hear of some disease not being recognized for days because the medicine administered by the family has been powerful enough to mask the indications of the disease. An example of this is the diagnosis of an eruption on the skin that is accompanied by a headache and possibly nausea as a "digestive rash" and the treatment of it by cold applications, aspirin tablets, and light diet. Then when the patient has become quite sick, it is found that the ailment is really measles. The treatment concealed symptoms that caused danger to the well-being of the patient and exposed others to the disease.

A worthless prescription may also be dangerous. All drugs should be handled with care and should be prescribed only when the nature of the drug and its effect upon the body and the nature of the illness and its effect upon the body are understood. This applies to vitamin tablets and other vitamin preparations. A physician spends many years in study and practice to secure this knowledge. Drugs that are helpful as his tools may be harmful and even bring death if prescribed by an ignorant person.

The use of patent medicines is undesirable and may even be a menace to us. The next time you go into a drugstore look at the shelves that range about its walls. You will find many of them filled with tooth pastes, cold creams, and other toilet accessories. But a great part of the shelf space will be given over to patent or proprietary medicines. The wide variety of brands and the large stock carried by the average drugstore indicate the popularity of

self-treatment and the dangers offered thereby. The American people are large consumers of these medicines. They seem to be seeking health and freedom from disease by some supposedly easy method. The money spent for patent medicines by the people of this nation far exceeds our national expenditures for education. Much of this money is obtained under false pretenses. If you read the label on one of these bottles, you will find a list of symptoms indicating the condition that the preparation is supposed to remedy. These symptoms are usually general ones, such as headache, backache, and tiredness, which may arise from a number of causes. As these symptoms do not necessarily arise from the same cause, group treatment for them is absurd, and money and health may be lost by such mistakes. Proper treatment often is delayed by the taking of patent medicines. If a patient tries various quack medicines and remedies before seeking the advice of an able physician, time, strength, and money may be wasted. A delay of weeks or months in consulting a physician because a certain patent medicine is being tried often has fatal results. In such diseases as appendicitis, cancer, and tuberculosis any delay is serious. Frequently a preparation that is offered to relieve pain has for its active principle some narcotic that has dreadful possibilities as a habit-forming drug. There is grave danger of habits being established that will wreck lives through remedies containing opium or morphine. A safe rule to follow is this: Avoid the use of patent medicines.

Self-dosage with any type of medicine should be avoided. Have you ever seen a person who had many small bottles from which he took medicine from time to time, depending on how he felt? One should avoid an attitude of mind which leads one to expect health doled out in pills or drops from bottles. Physicians today seek means other than drugs for most of their treatments. Fresh air, proper food and exercise, rest, and a happy state of mind are more conducive to health than any drugs. Reliance upon self-prescribed medicine too often means failure to furnish an adequate amount of these and brings on an abnormal interest in one's bodily reactions. Physicians seldom prescribe for themselves, as it is hard to free their judgment from their personal interest. Certainly one

who is lacking in the education of the physician should not endanger even himself by such procedures.

For your thinking and doing

1. Using water, practice measuring various prescribed fluid dosages, such as one teaspoonful, one tablespoonful, three drops, and ten drops.

2. Read the labels on the bottles or boxes of several patent medicines. For how many diseases does each medicine claim a cure? How do you regard such claims?

3. How much did your family spend last month for patent medicine? What was included in the purchases?

4. Decide the various things that influence the great expenditure for drugs in the United States. Give an example of an influence.

5. Mr. Harris became quite ill one evening and went to the medicine closet for the prescription the physician had given to him. Without paying any attention, he took the bottle from its place and poured a dose that he immediately started to take. Then remembering the family rule, "Look at the bottle before you take the medicine," he read the label and found that the bottle contained iodine. How could Mr. Harris avoid such a near accident in the future?

6. William Jones has been ill for some time. His physician has diagnosed his disease as ulcers of the stomach. Mr. Jones will not follow the diet prescribed by the physician. He seeks to find relief in a patent medicine marked, "To relieve pain and allow sleep." He now finds his patent medicine necessary and has increased the dosage. What danger do you see in this? How can such cases be prevented?

Problem 3. What home treatment of illness shall we give?

An illness or disorder that may safely be given home treatment is usually of the minor type. Included in such are earache, toothache, headache, colds, constipation, boils, and indigestion. They are considered minor illnesses because the sick person, in most cases, is able to be up and around and even may be able to do his regular work after a fashion. In nearly every case, though, any one of these minor illnesses may develop into a major one unless the proper treatment is given in the first stage. It is well, then, to know what should be done for the most common of the minor ailments.

Children frequently suffer from earache and need relief from the pain. Earache is usually due to an acute inflammation of the middle ear. This may subside or develop into an abscess in which the eardrum ruptures and pus discharges. Either hot or cold applications placed back and below the ear may give temporary relief. Nothing should be poured into the ear, except on the advice of a physician. An earache that persists should have medical attention. Diseased tonsils and adenoids are common causes of earaches. Frequently it is one of the aftereffects of a contagious disease—as measles, scarlet fever, or mumps—that began with an infection in the nose and throat.

Toothache is a frequent disorder in both children and adults. It is often caused by food entering a cavity of a decayed tooth or by an infection, frequently known as an abscess, around the root of a tooth. When the ache occurs during the day, the dentist should be seen at once. If a dentist is not near or the ache develops in the night, home treatment will be necessary. If the tooth has a cavity, clean it out well and then gently pack into the cavity a small piece of cotton that has been dipped in oil of cloves. If the tooth has no cavity, hot or cold applications on the outside of the jaw often relieve the ache. Usually, experimentation is necessary to find whether heat or cold will be effective.

Relief from headache often is sought. Pain is the body's danger signal. The reasonable procedure is to find the cause of the pain and relieve the disorder. Too often people take drugs to relieve the pain without finding out its cause. Headache may be caused by nervousness, fatigue, eyestrain, excitement, constipation, acute indigestion, or by some infectious disease. Fresh air, rest, and quiet are valuable general aids to recovery. Frequently a hot water bag to the feet and cold compresses to the head are helpful. Rubbing the forehead and temples with aromatic spirits of ammonia or menthol is cooling and soothing. A large intake of water is recommended. If it is known that the food wastes have accumulated in the intestine, relief should be sought for that condition. A high fever, accompanied by a headache, or a persistent headache indicates a condition that requires a physician's judgment.

Constipation is a common ill for which treatment is often needed. It is said that the American people spend more for cathartics of various sorts than they do for the support of churches. Such a statement is a sad commentary upon our dietary and health practices. Although these practices are no worse than those of other countries, they are not in keeping with our leadership in health education. To keep the body in good condition, the intestines should be evacuated at least once a day. Constipation results when the undigested food is not excreted. Bacteria present in the lower intestines thrive on the undigested food residue, changing some of it into substances poisonous to the body. These poisonous substances are taken up by the blood and carried over the whole system. Perhaps you are familiar with the dull headache that results. Ordinarily this may be prevented by eating freely of fruits, vegetables, and bran, and drinking freely of water on arising in the morning and before retiring at night. Sometimes, however, constipation results from nervous tension or from lack of exercise, and even the best dietary practice does not give relief. In this case a dose of cascara sagrada, Epsom salts, or some other cathartic may be necessary to relieve the condition.

An enema of mild soapsuds may also be given. The temperature of the enema should be from 106 to 110 degrees F.

The general directions for giving an enema follow:

1. Protect the patient from exposure by closing doors or by the use of a screen.
2. Protect the bed by placing under the patient's hips a rubber sheet covered by a draw sheet or a large towel.
3. Have the patient lie on the left side, or on the back, with knees flexed.
4. Bring bedpan and prepared enema in the irrigation can or bag of the syringe, and place in position for use.
5. Oil the nozzle with vaseline, taking care that it does not come in contact with the contents of the vaseline jar.
6. Let the enema flow through the tube into the bedpan to expel any air held in the tube. Then shut off the flow and

allow the patient to insert the nozzle. If he is unable to do this, gently insert the nozzle into the rectum.

7. Regulate the flow to a gentle, even rate by placing the irrigation can or syringe not more than 24 to 30 inches above the patient's head.
8. Shut off the flow before the enema is entirely taken so that no air will enter. If the patient feels a desire to expel the fluid during the giving of the enema, shut off the flow and for a moment massage the patient's abdomen gently with the hand. Then begin again, having the bag or irrigation can lowered somewhat.
9. Encourage the patient to retain the enema, but place the bedpan in position immediately.

When the task is completed, the irrigation can or syringe should be emptied. The can should be dried and all clamps on the tube opened. The syringe bag should be hung to drain with the opening down. The nozzle should be cleansed and sterilized and returned to the medicine chest.

Neither drugs nor enema should be resorted to habitually. The condition of constipation can be much more wisely treated through proper diet and exercise.

Colds may yield to home treatment. Have you ever thought how much of the absence from school is caused by "common colds"? You are so well aware of all the symptoms of a cold that perhaps they need not be reviewed. The headache, the discharges from nose and throat, the chills and fever—all these indicate an acute infection. If persons affected would go to bed at once, much valuable time could be saved by them and by the people whom they are likely to infect. A satisfactory home treatment for a cold is as follows:

1. See that all accumulation of waste in the body is eliminated through the administering of a cathartic.
2. Supply the body with plenty of liquid to maintain body fluids and to flush out the system. This is done by giving a

glass of hot or cold water, a glass of lemonade, orange, or other fruit juice every hour.

3. Avoid drafts or chilling.
4. Give the body absolute rest and quiet. A hot bath aids in securing relaxation.
5. Food should be taken advisedly. All rich and heavy foods should be avoided. Light nutritious foods, especially soups, are recommended.
6. By isolation and guarding avenues of infection, others may be spared the discomfort of the disease. Cover all coughing and sneezing with a handkerchief. Fresh handkerchiefs or tissues should be frequently used so as to avoid reinfecting oneself. Handkerchiefs should then be washed and boiled, separate from the family laundry. Paper tissues, regarded by many as most useful, should be burned. Dishes should be boiled also.
7. Stay in bed for a day after the fever disappears.
8. Never say, "It is only a cold," and refuse to take proper care of yourself. Remember that your health and the health of others may depend on giving a cold due attention.

If the cold is persistent and does not yield readily to this treatment, a physician should be called. A cold often paves the way for another disease often more serious than the cold itself.

Boils are a frequent occurrence. Boils, as a rule, are specifically due to the "invasion of bacteria from the outside." When the skin is broken, germs may gather around the root of a hair or within a skin gland. Proceeding to multiply, they cause an acute infection of this particular part of the body. If the condition of the body is good, especially the nutritional state, the body is able to resist the invasion and the boil fails to develop. There is some scientific evidence that the vitamins, probably several of them, have an important part in the prevention of boils. For this reason, a diet containing generous amounts of green vegetables and fruits is recommended. It also appears that a high carbohydrate diet may increase one's susceptibility to boils. Sugars and other sweets are therefore excluded from the diet in the prevention and treatment

of boils. If the body is unable to resist the invasion of these "boil" bacteria, the section about the infected point becomes swollen, red, and hot, and the pain becomes intense. The congested area comes to a head, and ruptures usually occur through the skin. After the core comes out, healing may begin. If boils are to be avoided, there are three factors in general that must be watched: First, undue fatigue must be avoided; second, the diet must be kept adequate in regard to vitamins as well as the other protective foods and low in sweets; and third, scrupulous personal cleanliness must be maintained. The appearance of several boils at once or in a succession indicates that a physician's advice should be sought and that a serum or other treatment may be necessary. Poultices of flaxseed, bread and milk, or similar substances once widely used are no longer approved. Hot solutions of salt, three tablespoons to one quart of water, or Epsom salts, six tablespoons to one quart of water, are satisfactory for applying to the infected part. Boils should never be squeezed to secure a discharge. Lancing should be done only by a competent person.

Athlete's foot is a common skin disease that needs prompt treatment. It is caused by a small vegetable fungus—ringworm—not visible to the eye, which is found on the floor of a shower bath, the platform around a swimming pool, or the springboard by a stream, lake, or ocean. Contact of the skin, especially the bare feet, with this fungus usually results in an invasion of this organism. The disease breaks out in little blisters which itch and, when scratched, become inflamed. It spreads rapidly, gives off a bad odor, and is very annoying. Early treatment usually ends athlete's foot, but once the disease has been well established and becomes chronic, the cure is difficult. When the blisters first appear, they should be punctured with a fine needle dipped in tincture of iodine and the entire surface painted with mild tincture of iodine. If pus forms, the infected part should be treated with a 1 to 1000 bichloride of mercury solution applied with a soft gauze but not to a surface treated with iodine. After it is dry, ammoniated mercury ointment should be applied. Some cases are successfully treated with a powder made up of hydroxy-quinoline, sodium borate, sodium perborate, aluminum silicate, and boric acid. A new pow-



U. S. Bureau of Plant Industry

Some of the plants that are poisonous upon contact are snow-on-the-mountain (*top left*), poison oak (*top right*), poison sumac (*bottom left*), and poison ivy (*bottom right*).

der, known as undecylenic powder, and an anointment made from it have recently been reported by the United States Navy as highly effective in the treatment of athlete's foot. It is important that reinfection be prevented. Stockings should be washed in soap and water and changed daily. Shoes should be disinfected, as they are excellent carriers of the fungus. This can be done by placing pieces of blotting paper on which formaldehyde has been poured in the shoes, and wrapping them up for twenty-four hours. Of course the shoes should be aired before wearing. If the disease does not yield to treatment at once, a physician should be consulted.

Many people are sensitive to poisonous plants. The most common of these are poison ivy, poison oak, poison sumac, Jimson weed, lady slipper, and snow-on-the-mountain. Poison results from contact with the plant. This may be acquired by touching the plant, from handling clothing or other articles that have been in contact with the plant, or even from a burning clump of it. The poisoning is characterized by redness, blistering, itching, and burning, and it often spreads very rapidly. The treatment consists of washing thoroughly all exposed parts of the skin with hot water and laundry soap, as soon as possible after contact with the plant. Work up a heavy lather and wash the exposed parts several times. Running water is good to use at this time. Rinse each time after the lather is applied. Give special attention to the tender skin between the fingers and the fingernails, but do not use a brush in washing. If this does not prevent development of the disorder, apply locally a 5 per cent solution of potassium permanganate to any parts on which irritation appears. A paste of sugar of lead or a solution of copper sulphate is frequently used for this local application. The itching is often relieved by applying solutions of baking soda or Epsom salts with bandages which should be changed frequently. If the poison is severe or does not yield to treatment, a physician should be called. Serum treatments are frequently used with encouraging results, especially with poison oak. For people who are sensitive to these plants and are likely to be in contact with any of them, a preventive measure is recommended. This consists of applying freely a solution made of five parts of ferric chloride in ninety-five parts of a half-and-half mixture of water



U. S. Public Health Service

The only safe treatment for appendicitis is the removal of the appendix by surgery.

next several days are helpful in clearing up the disorder. Sometimes washing out the stomach by drinking several glasses of warm water to which one-fourth teaspoonful of baking soda has been added gives relief. If the attack is severe or occurs repeatedly, a physician should be consulted. It may be part of a serious disease or condition. The use of any of the various patent medicines for relieving indigestion is never a good practice.

Stomach-ache or any pain in the abdomen should be given prompt medical attention. There are many chances that the pain is an indication of appendicitis. For this reason, there should be no delay in calling a physician. Appendicitis, which is an inflammation of the appendix, is a very quick-acting illness and requires immediate treatment. Pain or tenderness anywhere in the ab-

and glycerin to the exposed parts of the body and allowing it to dry. Some find the application of vaseline, cottonseed oil, and olive oil fairly successful in preventing the poison.

People frequently have indigestion. This occurs when the food does not digest properly and discomfort of some sort results. Indigestion, in general, is the result of bad eating habits. Among these are an inadequate or unbalanced diet, irregular eating, eating of candy and sweets between and just before meals, eating too rapidly and failing to chew the food well, constipation, unpleasanties while eating, and eating while angry, worried, or tired. Eating very light foods for the next twenty-four hours and only easily digested foods for the

domen, accompanied by fever and nausea, are specific symptoms of appendicitis, and certain measures are absolutely wrong in its treatment and may be a menace to life. Safe rules to follow for any abdominal pains are these:

Do not take a laxative or cathartic.

Do not massage the abdomen or exercise to work off the pain.

Do not take enemas.

Do not take food or drinks.

Call your physician at once.

Remain quiet and apply an ice bag at the place of the pain.

The treatment for appendicitis is the removal of the appendix. The operation is a simple and safe one if the appendix remains unruptured. Delay in diagnosing the illness and wrong treatments are responsible for the number who die from it each year.

For your thinking and doing

1. Select a minor illness or disorder and outline the procedures to follow in its home treatment. What would be indications for needing to call a physician?

2. Suggest five general rules to follow in home treatment of illness.

3. What recommendations would you make to aid recovery from a cold?

4. Cite instances of the wrong kind of home treatment being used in an illness or disorder.

5. Alice, a freshman in high school, was taken ill with a severe abdominal pain. What procedures should she follow in its treatment?

6. Last winter, during a severe cold spell, Mr. Franks froze his feet. As he lived in the country and was not near a physician, he undertook to treat himself. His wife talked to several neighbors and each had a pet remedy which were all tried in turn. One suggested a mustard bath; another suggested holding the feet in kerosene for a half hour. The result was that his feet were severely infected and were many months healing. What similar situations can you report?

Problem 4. What shall we do in case of accident?

All of us at some time or other may have the responsibility of taking charge of a situation following an accident. In some instances the way the responsibility is carried may even mean the life or death, the full recovery, or the permanent injury of the patient. The one in charge must decide upon the best procedure to follow. It may be calling a physician at once; it may be giving some first aid and then calling the physician; or it may be giving all of the treatment needed. Much of the decision rests on the nature and extent of the accident and the place of its occurrence. Accidents range from the very minor to the most serious types. They may happen anywhere. All of us need to be prepared so that we can meet such situations helpfully.

Drowning and smothering are common accidents and require similar treatment. Both prevent the body from receiving oxygen and from throwing off the breathed air. In each case the person stops breathing and becomes unconscious. Artificial respiration will frequently start the breathing process and bring consciousness to the individual. The method recommended by the American Red Cross is the Prone Pressure Method of Schafer:

1. Lay the patient on his belly with one arm extended directly overhead, the other arm bent at the elbow, and with the face turned outward and resting on hand or forearm so that the nose and mouth are free for breathing.
2. Kneel, straddling the patient's thighs, with your knees placed at such a distance from the hipbones as will allow you to assume the position shown at the left in the picture on page 647. Place the palms of the hands on the small of the back with fingers resting on the ribs, the little finger just touching the lowest rib, with the thumb and fingers in a natural position, and the tips of the fingers just out of sight.
3. With arms held straight, swing forward slowly, so that the weight of your body is gradually brought to bear upon the patient. The shoulder should be directly over the heel of



Irma Gene Nevins

The three steps in giving artificial respiration are demonstrated by these girls. The girl at the left is in position to start the forward swing shown by the girl in the center. The girl at the right shows the third step, relaxing the patient before beginning the treatment again.

- the hand at the end of the forward swing. Do not bend your elbows. This operation should take about two seconds.
4. Now immediately swing backward, so as to remove the pressure completely.
 5. After two seconds, swing forward again. Thus, repeat unhurriedly twelve to fifteen times a minute the double movement of compression and release, a complete respiration in four or five seconds.
 6. Continue artificial respiration without interruption until natural breathing is restored—if necessary, four hours or longer—or until a physician declares the patient is dead.
 7. As soon as this artificial respiration has been started and while it is being continued, an assistant should loosen any tight clothing about the patient's neck, chest, or waist. Keep the patient warm. Do not give any liquids whatever by mouth until the patient is fully conscious.
 8. To avoid strain on the heart when the patient revives, he should be kept lying down and not allowed to stand or sit up. If the doctor has not arrived by the time the patient has revived, he should be given some stimulant, such as one teaspoonful of aromatic spirits of ammonia in a small glass of water or a hot drink of coffee or tea, or other beverage. The patient should still be kept warm.

9. Artificial respiration should be carried on at the nearest possible point to where the patient received his injuries. He should not be moved from this point until he is breathing normally, of his own volition, and then moved only in a lying position. Should it be necessary, due to extreme weather conditions, etc., to move the patient before he is breathing normally, respiration should be carried on during the time he is being moved.
10. A brief return of natural respiration is not a certain indication for stopping the artificial respiration. Not infrequently the patient, after a temporary recovery of respiration, stops breathing again. The patient must be watched, and if natural breathing stops, artificial respiration should be resumed at once.
11. In carrying out artificial respiration it may be necessary to change the operator. This change must be made without losing the rhythm of respiration. By this procedure no confusion results at the time of change of operator and a regular rhythm is kept up.

In cases of electric shock, resulting in unconsciousness, this same method of artificial respiration is used often with successful results. In all cases of drowning or smothering, a physician should be called at once and artificial respiration should be carried on until his arrival and change of orders.

Fainting is the result of a temporary lack of blood to the brain. The body is relaxed, the face is pale, and consciousness is usually lost. Fainting has a number of causes: improper ventilation, pain, bodily weakness, sudden changes in temperature, overexercise, hunger, internal bleeding, and a mental condition that makes a person easily upset in an unusual situation. Treatment consists of bringing the blood back to the patient's brain. To do this, the patient is placed on his back with his head low; his clothing is loosened; the windows are opened; and the face and hands are bathed with cold water. Giving the patient smelling salts to inhale helps to bring the patient back to consciousness. If the patient does not respond at once, there should be no delay in calling a physician.

Shock sometimes follows an injury. It may occur even in a minor injury. In shock, the body is greatly depressed in all of its activities. The pulse is rapid and weak, the skin cool and clammy, the breathing not deep, the eyes dull, and the face pale. The patient may remain in a stupid condition or become unconscious. The patient should be made as comfortable as possible. He should lie flat on his back with his head as much as 18 inches lower than his feet. He should be kept warm and his body heat should be conserved. This may be done by covering him with hot blankets and giving him hot drinks if he is conscious. Hot-water bottles, hot bricks, and electric pads may be used to help keep the patient warm, if not placed too near his body. If the shock is severe, a physician should be called immediately.

In case of hemorrhage, pressure should be applied. Hemorrhage is caused by loss of blood from an artery, vein, or capillary. The blood from the artery is a bright red and comes in spurts; the blood from a vein is a darker red and comes in a steady flow. The treatment consists in checking this flow and the accompanying loss of blood. Pressure, elevation, heat or cold, and certain chemicals are useful in stopping hemorrhage. If the bleeding is due to a cut artery, pressure should be applied to the artery between the wound and the heart; if it is due to a cut vein, the pressure is applied below the cut so that the cut is between the pressure and the heart. If the cut is such that pressure can be applied readily, as in the case of a cut limb or arm, the application can be made by tying a handkerchief or piece of muslin around the limb with the knot over the artery or vein. A stick should then be inserted in the knot and the bandage thus made twisted until the bleeding has stopped. This type of bandage is sometimes called a tourniquet. It will be necessary to loosen the bandage frequently to determine if the bleeding has stopped. Some authorities say it should be loosened as often as every thirty minutes.

Nosebleed is another common form of hemorrhage and is called a capillary hemorrhage. The object of the treatment in this case is to obtain a clotting of the blood. Ice or cold compresses should be applied to the back of the neck, the forehead, or the nose. A hot foot bath will sometimes check the flow of blood, but in certain



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In cases of hemorrhage, treatment may be applied by putting pressure on the upper arm to control bleeding of the arm (*left*), putting pressure just in front of the ear to control bleeding of the temple or the scalp (*center*), or applying pressure in the neck region to control bleeding of the neck and head above that point (*right*).

instances the use of astringents is necessary. In case of severe hemorrhage, a physician should be summoned at once.

Broken bones occur frequently. The most common causes are falls and automobile accidents. Tripping; stumbling; using unsafe ladders and chairs to reach objects; and slipping in bathtubs, on slick floors, and on icy streets all contribute their share to broken bones. The treatment should always be in the hands of a physician who should be called at once. However, the first-aid treatment is important. In case of an automobile accident when the patient is unable to move because of a pain in his back, he should not be moved until the ambulance arrives. Any pain in the back is sufficient reason for the patient to lie perfectly still and flat, even though he can move himself freely. When the victim of this type of accident is lifted, he should be raised, with face hanging down, by one person at the armpits and one at the knees. He should also be placed on the stretcher in this position. Many serious spinal injuries have resulted from the improper moving of accident victims. In case of a broken leg or arm, the patient should be put in a comfortable position. The broken part should not be left dangling but should be kept in a rigid position until the physician arrives. In case the patient must be taken to the physician, the bone should still be held in this rigid position. To do this it may be strapped to a temporary splint, as a stick or cardboard; or, in the case of a broken leg, to the other leg for support.

Sprains and bruises are frequently results from accidents. They are caused by injury to muscle tissue and are often accompanied by intense pain, discoloration, and swelling of the tissues. Cold or hot applications should be used in treating sprains and bruises, cold usually giving the best results. Cloths wrung out of cold water afford a desirable means of applying cold to the injured tissues. If the sprain is severe, the part should not be used until a physician has examined it. In case of a minor sprain, apply an ankle bandage and then use the ankle. As a rule, bruises require little or no treatment. A few cold applications usually are sufficient.

Burns and scalds require immediate attention. They are painful and quite serious, especially when a large portion of the body is involved. A burn is caused by dry heat, and a scald is caused by moist heat. Burns and scalds are classed according to their depth and are called first, second, and third degree. In the first, the outer layer of skin only is involved, and the injury is indicated by its turning red; in the second, there is a deeper burn, and injury is indicated by the raising of a blister; in the third, the tissue under the skin is destroyed. The amount of surface injured, as well as the depth, determines the seriousness of the burn.

Exposure to the air increases the pain in burns and scalds. Soda may be dusted on the surface. Cotton should never be placed next to the wound. In case of blisters, a sterile oil should be used. Equal parts of limewater and sweet oil, or limewater and linseed oil, are excellent for this treatment. There is always danger of infection in cases of burns, and extreme caution should be used in caring for them. Only clean, sterile bandages and sterile oils and ointment should be used.

All wounds should be cared for promptly. The most common of these are cuts and scratches. Although they may seem to be minor injuries, like all other wounds, they may become serious if not given proper care. They prove excellent sources of infection and not infrequently cause death. If possible, a cut or scratch should be allowed to bleed. It should be carefully washed in water that has been boiled or in a boric acid solution and then painted with merthiolate or iodine. It should be wrapped in sterile gauze and given careful attention until it is completely healed. If the



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Proper treatment should be given cuts and other wounds.

wound is deep or does not yield at once to home treatment, a physician should be consulted. A blister should be pricked with a sterile needle and then, except for the bleeding, given the same treatment as a scratch.

There are some wounds in which foreign bodies remain until removed. Splinters of wood are the most frequent causes of these. If the foreign body is near the surface, it can be picked out. In doing this the skin about the wound should be painted with merthiolate or iodine. The point of the instrument to be used—needle, knife, or tweezers—should be thoroughly sterilized. The instrument is then used to remove the foreign body. When this is accomplished, the wound should be made to bleed if possible, after which merthiolate or iodine should be applied down into the wound. After this, the treatment is the same as for a cut or scratch. The removal of a foreign body that is buried deeply should be done only by a physician. Sterilization of instruments to be used in pricking a blister or removing a foreign body from a wound is done by holding the point in a hot flame until red hot or by dipping it for a few minutes in a strong germicide. Care should always be taken that nothing should touch the sterilized point before it is used.

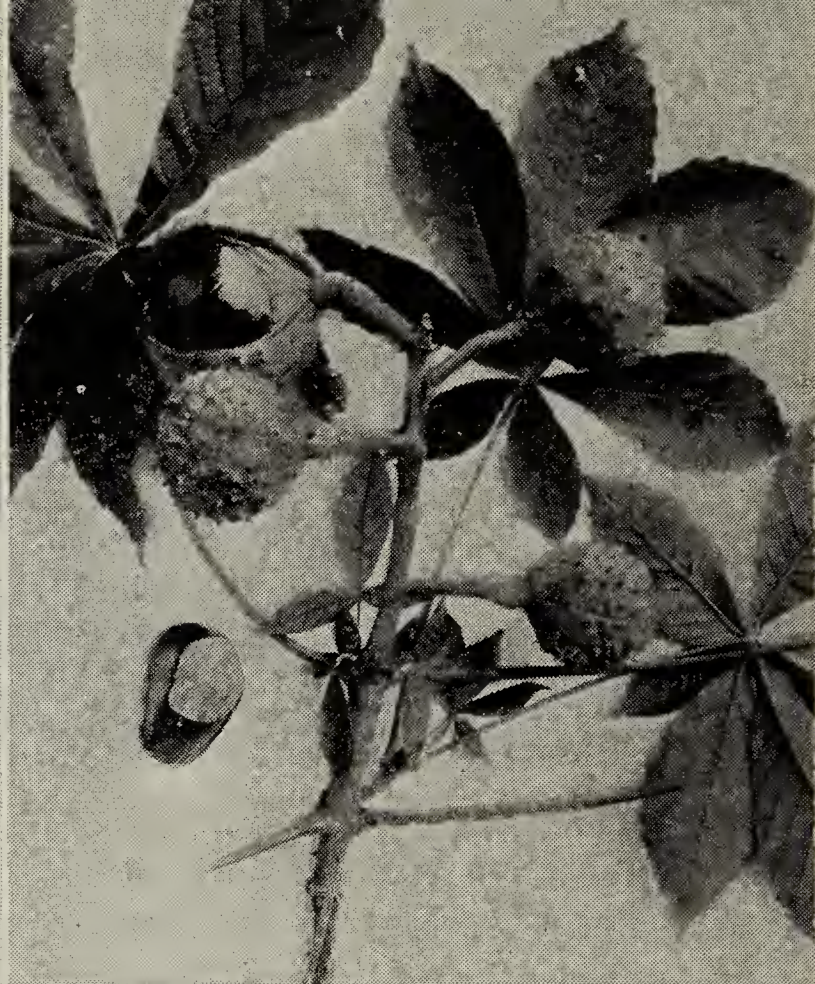
Injuries due to extreme cold must have special care. Such injuries are frostbitten and frozen tissues. The ears, feet, and fingers are the parts of the body which are most frequently affected. If these cases are not properly cared for, serious results may follow.

In cases of frostbite and frozen tissue, the affected part should be gradually brought back to normal temperature. First it should be covered with a woolen scarf or stocking and later thawed out gradually in cool water. Not until the circulation has been restored to the affected part should it be exposed to heat. If the accident is severe, medical attention should be sought, for in extreme cases tissue is destroyed and the danger of infection is great.

Foreign bodies in the eye and ear require careful treatment. An injury to the eye should receive immediate attention. The eye is such a delicate organ that any chance of infection should be avoided. Frequently foreign particles—such as cinders, dust, or insects—get into the eye and cause much pain. In such cases the eye should never be rubbed but should be closed. Frequently the tears are able to carry off the foreign particle. If you wish to remove an object from the eye of another person, seat him in a good light. Have him look up, and then pull down his lower eyelid. If the particle cannot be seen, turn the upper lid up over a match and have him look down. If the object is visible, it can easily be moved with sterile cotton wound around a toothpick or a piece of sterile gauze. After the removal of the particle, a drop of argyrol or boric acid solution should be dropped into the eye to prevent danger of infection. A warm or cold wet cloth applied to the eye will do much to relieve the inflammation. If the particle is embedded, the aid of a physician should be sought.

Often children put beans, buttons, or corn in their ears, and sometimes insects enter the ear. The insects may be removed by dropping a few drops of warm sweet oil in the ear or by holding an electric light close to the ear. But the services of a physician are necessary for the removal of other objects. The ear should never be poked, as this may result in pushing the object farther in and permanently injuring the eardrum.

Poison requires prompt medical aid. Occasionally, through mistake or carelessness, some member of the family becomes a victim of poison. Each poison presents its own symptoms, and an effort should be made to determine which poison is the cause. In case of no specific information, a general procedure for poisons may be followed. Forced intake of a liquid, such as soapsuds, salt



U. S. Bureau of Plant Industry

These plants are poisonous if eaten. *Top left*, jimson weed; *top right*, horse chestnut; *bottom left*, the castor bean; and *bottom right*, the pokeberry.

water, soda water (baking soda), lukewarm water, and milk, is used to dilute the poisons. Then vomiting is induced. Syrup of ipecac is often used for this purpose. A list of poisons and their antidotes posted in plain view in the medicine chest is an invaluable aid in a case of poisoning. When the definite poison is known, the correct method of procedure is possible. In all cases of poisoning, a physician should be called at once.

Certain plants, or parts of them, are poisonous if eaten. Though there are many of these in the United States, they are not often the cause of poisoning, because they are not very widespread or are seldom eaten. Included in such plants are the castor bean, all parts of which are poisonous when eaten in the natural state; the horse chestnut, the seed of which is poisonous; the Jimson weed, all parts of which are poisonous; and poisonous mushrooms. A safe rule is never to eat any part of any plant not definitely known to be a food plant. A physician should be called at once if any ill effects are felt after eating some part of any unknown plant.

For your thinking and doing

1. Using the Prone Pressure Method, practice artificial respiration on someone.
2. Choose an accident and demonstrate how you would handle the situation.
3. Sterilize instruments as are needed for pricking a blister or removing a foreign body from a wound.
4. Suppose you are the first person to arrive at the place of an automobile accident and you find a victim on the ground who has a pain in his back every time he moves. What procedure will you follow?
5. Edith Hanes, while playing in the chicken yard, stepped on a nail that ran into her foot half an inch or more. Her mother called the physician, but he was out on a call and could not be located. What procedure should her mother follow while waiting for his arrival?
6. Why is the following statement true? A tired, ill, or worried person is more likely to have an accident than one in good health.

Problem 5. What kinds of bandages may be needed?

Have you ever heard a person say, "I cannot put on a bandage so that it will stay"? The need for bandaging arises frequently in



Irma Gene Nevins

Which of these bandages can you identify?

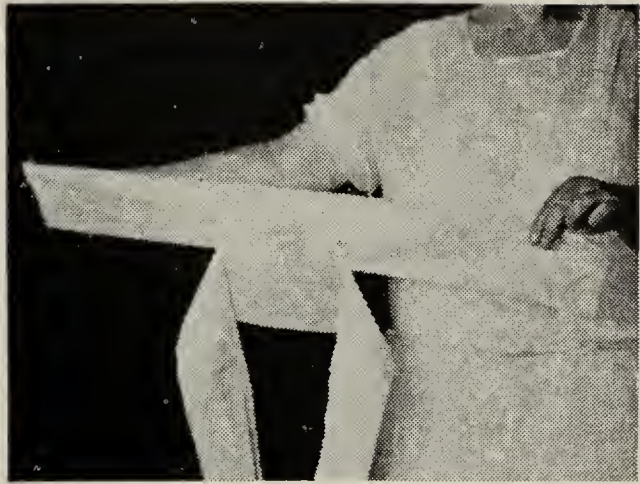
the home. Therefore knowledge and skill in the use of the most common ones are essential. Bandages are used for support; to apply pressure; and to hold dressings, splints, and applications in place. Cuts, scratches, and wounds of all types require bandages, and sprains and bruises are sometimes aided by their use. It is important that we know how to keep bandages in place by proper applications. All bandages should be sterile and, for this reason, commercially prepared sterilized ones are the best. Only sterile cloth should be used next to a cut or a scratched tissue.

A good method of procedure should be used in applying bandages. Some suggestions for general procedure follow:

1. The patient should be placed in a comfortable position before applying the bandages.
2. The bandager should stand opposite the part to be bandaged.
3. The bandager should work away from himself and should

avoid making turns or knots over any bony prominence.

4. The bandage should be free from ravelings or selvage. The selvage does not stretch and, thus, makes the securing of a uniform pressure difficult.



5. When bandaging a leg or arm, the toes or fingers should remain exposed. The nails will discolor or the skin will become cold if a bandage is too tight; therefore the condition of the nails and skin of a bandaged leg or arm should be noted from time to time.



6. A hemorrhage from the leg or arm must be controlled by a very tight bandage called a tourniquet. It should not be left in place longer than thirty minutes without loosening the tourniquet for a few seconds to relieve the pressure, as gangrene may result.

The four-tail bandage is useful in holding cold compresses in place.

7. A bandage should not be applied directly over a wound. A dressing should always cover the wound first.

The handkerchief bandage is commonly employed. It is used on the arm, head, hand, and foot. It is made by folding diagonally a large handkerchief, piece of muslin, or other firm material about 24 to 35 inches square; or the material may be cut diagonally. The result is a triangle. For the foot and hand use a 24-inch square and fold it diagonally.

The four-tail bandage is easily applied. It is usually 5 to 8 inches



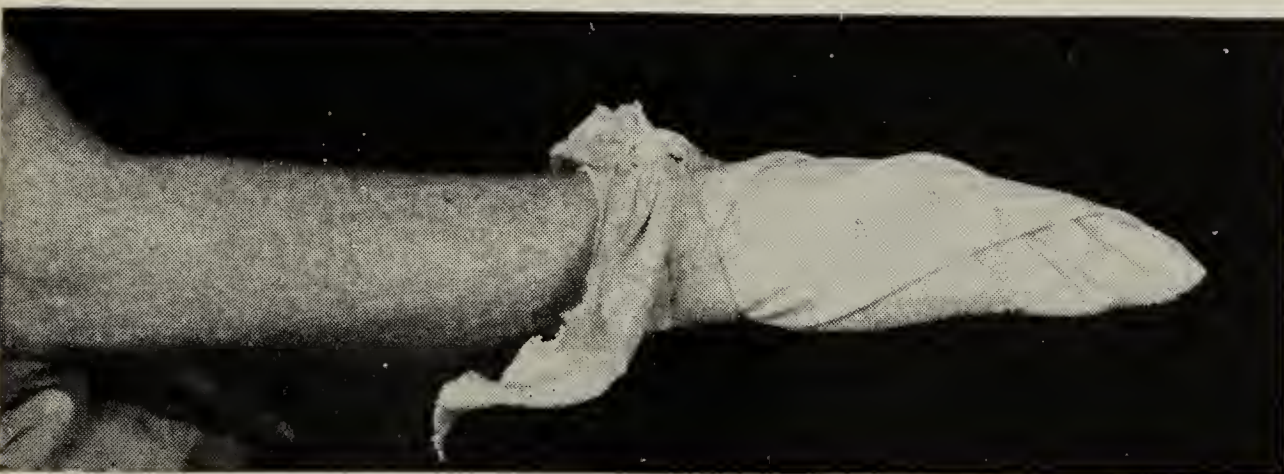
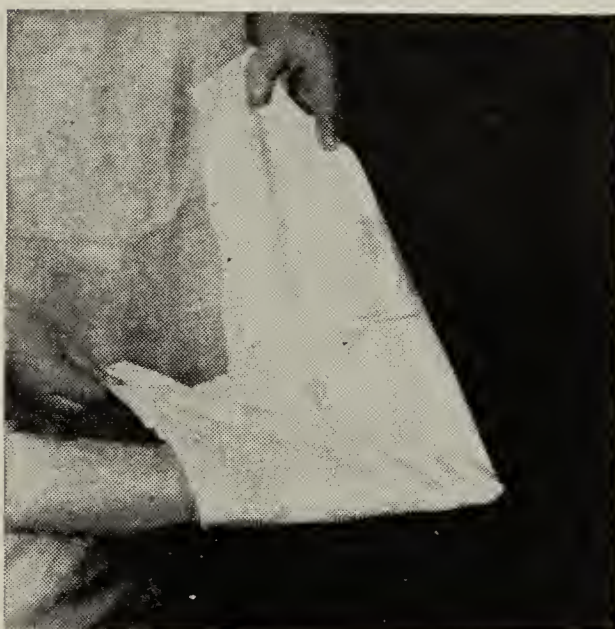
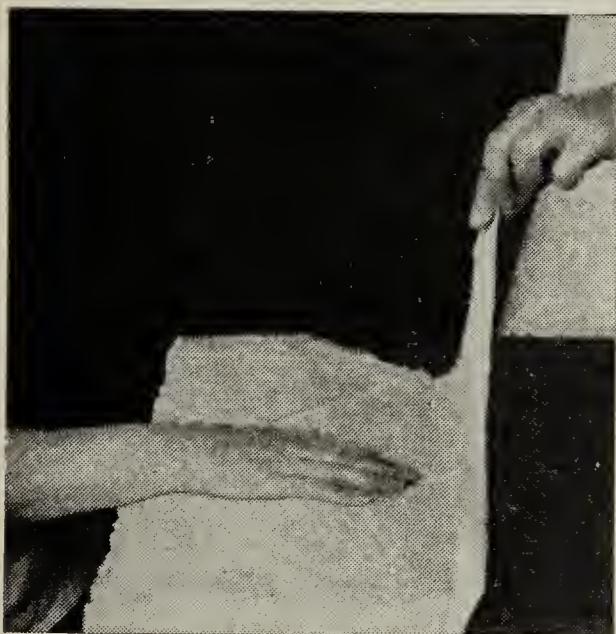
The spiral bandage, either single (top) or reversed (bottom), is commonly used.

wide and 2 to 3 feet long. Using a piece of material of the size given, fold crosswise and crease for the center; then fold lengthwise and tear 14 inches from either end toward the center, thus leaving at least 8 inches of untorn material in the center. This bandage is used advantageously in holding hot and cold applications in place. When used on the head, the middle of the bandage is placed on the top of the head and the two front ends are carried forward and tied under the chin.

Roller bandages are often used in the home. They are used on the legs, arms, head, eyes, fingers, or ribs. There are two types: the simple spiral and the reverse spiral. The simple spiral is applied by rolling the bandage obliquely around the member, each turn covering two-thirds of the turn beneath.

When the shape of the member will not allow the simple spiral to stay in place, the reverse spiral should be used.

Application of the reverse spiral differs from that of the simple spiral in that at each round of the bandage a sharp turn or fold is made in the width of the bandage, as though it were going to be cut on the bias. This gives the bandage elasticity and enables it to fit more closely. To make the reverse spiral, place the thumb of the left hand on the lower edge of the bandage; slacken the bandage for about 3 inches between the hands; turn the roller one-half toward you; then pass the roller under the leg or arm; keep the lower edge of the bandage parallel with that of the turn be-



The use of a sling proves helpful in the case of broken bones, sprains, and burns. It gives support and protection to the injured member and helps to hold it in a more comfortable position (*top*). The handkerchief bandage is an easy one to apply (*center and bottom*).



Skill in bandaging is useful on many occasions.

fore; and the reverse spiral should lie at the center of the leg or arm or at its outer side.

Sling bandages are important in the treatment of certain injuries. They are especially valuable in case of injury of the arm, such as broken bones, infections, sprains, and burns. These bandages are from 34 to 40 inches square. Muslin, because of its strength, is a good material for a sling bandage. The square is folded diagonally. The bandage is held the long way, and one end is placed over the shoulder of the injured side, while the opposite end hangs down in front. The forearm of the injured side is bent to the required position. The hanging end of the bandage is brought up, under, and in front of the forearm and over the shoulder of the injured side. The two ends are then fastened securely behind the neck.

The cravat bandage has many uses. This bandage is made from a triangular piece of material. It is folded first by bringing the point of the material to the middle of the base. It is folded lengthwise until the desired width is reached. Some prefer folding in a $1\frac{1}{2}$ -inch hem as the first step, and proceeding as before. The bandage is



Ewing Galloway

She was told this would happen, but she still seems surprised.

tied around the affected part. It is used for wounds of the scalp or forehead; to cover an injured eye, ear, or cheek; around the neck, arms, and hands; and around the elbows, knees, and ankles. It is a strong bandage and may be made tight enough to supply pressure or may be held loose and only furnish protection to the injured part.

Adhesive-tape bandages are desirable in many cases. They may be obtained at the drugstore in various widths and lengths. Adhesive bandages are useful in holding dressings in place and for strapping muscles, ribs, broken arms, and sprains. It is unwise to apply adhesive tape directly over a wound because of the danger of infection. Removal of these bandages must be carefully done or it is painful. By applying a little benzine on the back of the adhesive, it can be readily removed; but there must be no open flame in the room, as benzine is explosive.

For your thinking and doing

1. Practice making and applying various kinds of bandages.
2. Demonstrate the application of one type of bandage.
3. Ethel has a sore arm that became infected as a result of a scratch. The arm needs to be carefully bandaged until it is healed. She lives in the country and her mother or sister must put a fresh dressing on daily. What kind of bandage would be the best to use? Why?
4. Horace cut his knee and a bandage was needed. What kind shall his mother use? Why?

Unit Activities

1. Make a chart of the common minor illnesses or disorders; include the causes, preventions, treatment (home and physician's, as commonly given), and possible aftereffects.
2. Make a chart of common poisons, their antidotes, and their later treatments.
3. Give first-aid treatment on the school playground or other place for a week or more.
4. Make and equip a medicine chest in your home.
5. Remodel and modernize your home medicine chest.
6. Participate in planning and giving an exhibit and demonstration in first aid and home treatment.

7. Assume responsibility for the first-aid and home treatment in your family for a given period.
8. Name the ten most common accidents and formulate a set of rules for the prevention of each.
9. Find out and report the recent rulings concerning drug labels made by the Federal Food and Drug Administration.

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H. Armstrong Roberts

Unit 16... Caring For the Patient

KEEPING well, one of our significant goals in life, depends much upon a satisfactory recovery from illness.

Important in this is the care of the patient during illness. Unless a person is only slightly sick, he must be given care by someone else. Many of the things he normally does for himself he can no longer do. Often he must lie in bed and be quiet. What he needs must be brought to him. The one in charge of his care must know the proper procedures to follow and how each should be done. Upon this person rests much of the responsibility for the kind of

recovery the patient makes. The nature and extent of the care given are determined by the nature and extent of the illness. If a person is very ill or his illness lasts over a long period of time, he should be cared for in a hospital or by a trained or practical nurse in the home. In such case the responsibilities of the family members will be chiefly those of assisting and relieving the nurse of some of her duties. It is in the less serious illnesses that the home nurse, often the mother, takes full responsibility for the patient. Often the home nurse needs assistance from other family members who should always share in this responsibility readily and willingly.

The care given the patient should be such that it encourages as speedy a recovery as his case warrants and helps to leave him in as good condition of health as possible. He should be kept clean, comfortable, and calm. His food should be appetizing and attractive, properly prepared, suitable for his illness, and adequate for his body needs. His room should be clean, orderly, and restful. The care should be the best that can be given under the existing conditions. In many diseases the care of the patient is equally if not more important than the medicine prescribed.

Being a good patient should not be overlooked. Unless a person is very ill and is scarcely conscious of what is going on, he should do his best to make his care as easy as possible. Perhaps you know a person who when ill keeps everyone constantly "on the go" in satisfying his wants, many of which have little to do with his needs or bringing about his recovery. The patient's consideration for the nurse is an aid in making his good care possible.

Caring for the sick is not easy or light work. Often there are many disagreeable and unpleasant experiences connected with it. Since all of us at some time or other must depend upon others for this service, we should be willing, then, to do as much for someone else. There are resulting satisfactions that more than offset the hard work and any unhappy experiences. The demand made upon the nurse for sympathy, kindness, unselfishness, and reassurance may aid in the development of her own personality. Relieving suffering, lightening sorrow, imparting courage for the journey back to health or on to life's end are significant experiences that any nurse has in serving others.

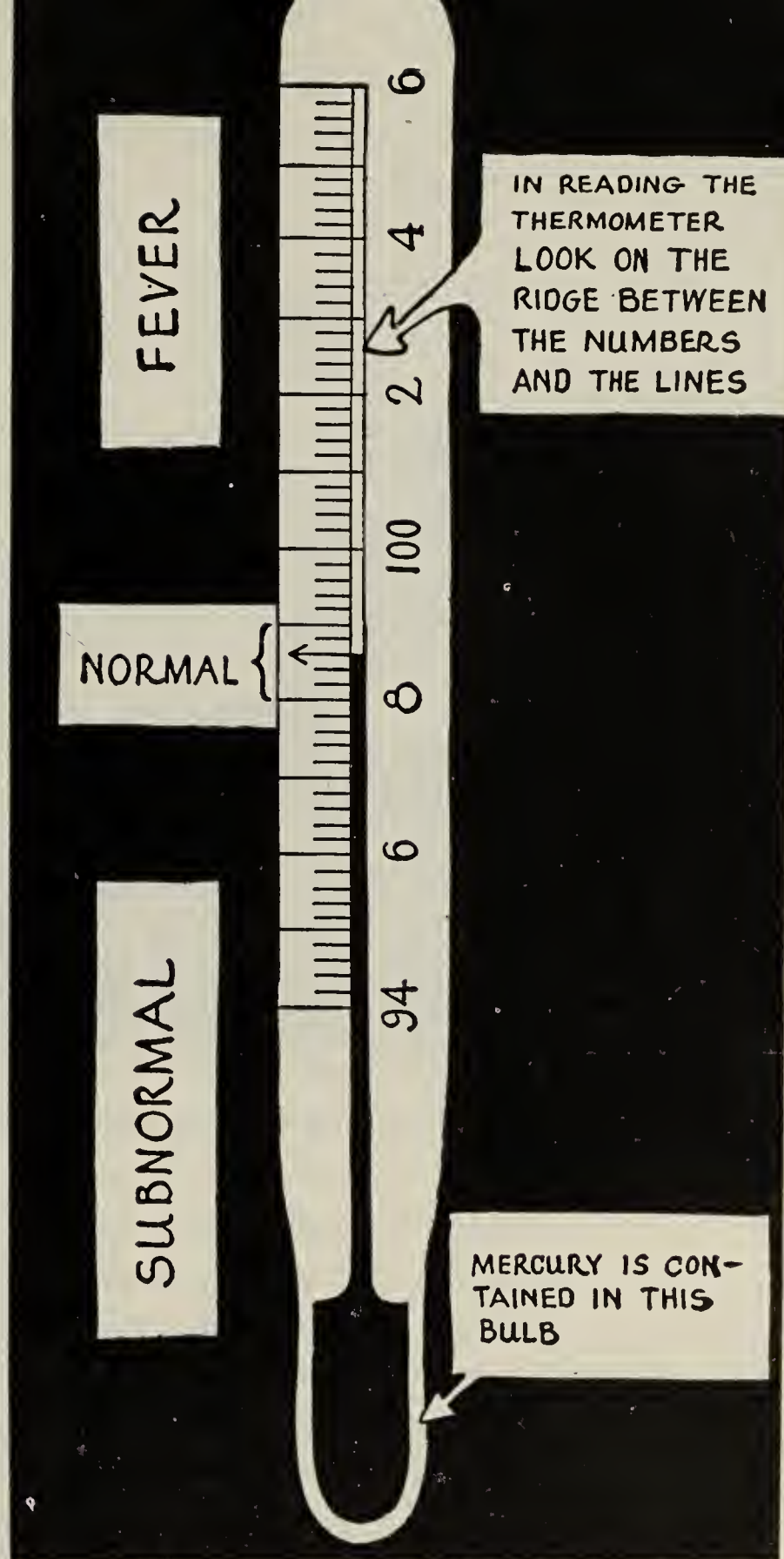
Problem 1. **What are the indications of illness?**

Illness has certain indications just as good health does. It is important that we know these signs and how to recognize them. This is not only necessary in detecting illness but also later in the care of the patient. What symptoms do you associate with illness? Probably the most vivid and unmistakable symptom is pain. The sharp pain of toothache, the throbbing hurt of earache, and the dull ache of overtired muscles, all serve as warnings of wrong conditions in the body. Most of us heed the warning given us by pain. Another symptom of illness is irritability. Perhaps you have heard a mother say, "Baby must be sick; he is so cross." If you have been ill you will recall how difficult it was to be poised and serene. Other indications that are commonly accepted as denoting illness are pallor or flushed skin, lack of appetite, and nausea.

Important as these symptoms are, they are not first on the physician's list. The symptoms that the physician watches in his study of a patient's condition are his temperature, pulse, and the rate of breathing. Each of these indicates the condition of vital organs in the body. Taken together, they are the means of finding out the patient's general condition. Making note of these conditions may aid the physician in saving the patient's life; careless, inaccurate observation may delay treatment and may bring serious if not fatal results.

Body temperature may indicate illness. The temperature of the body, like the temperature of the room or bath, is its degree of heat. It is the balance maintained between heat produced and heat lost in the body. In man this balance is established and maintained at a normal level at which the cells of the body function best. Have you ever wondered about the intricate means by which your body kept at an even temperature regardless of whether you were skating in zero weather or lounging in the shade on a hot August day? This is done largely through the control of heat-loss from the body. In warm weather the heat-loss from the body is facilitated in every way so that the balance is maintained. In cold weather heat-loss is conserved to a large extent. The most important means of regulating body heat is controlling that lost through

the skin. There are centers in the nervous system that control the circulation of blood through the skin and the secretion of sweat. There circulates through the arteries and capillaries a large volume of blood flowing from the interior of the body. Naturally it yields heat to the cooler atmosphere that touches the skin. When the weather is warm and the body's need for heat-loss is great, the nerve centers cause the blood vessels to dilate, permitting more blood to flow through. When the weather is cold and the heat loss might be too great, the nerve centers cause the blood vessels to contract so that less blood flows through the surface in contact with the cold. The sweat centers, when stimulated, cause the secretion of sweat, which facilitates the loss of heat through its evaporation. They may be so affected by cold as to check the secretion of sweat. Increased respiration also aids in the loss of heat, as much heat has been used in warming and humidifying the expired air. There are, then, heat-regulating centers that act as thermostats, enabling man to maintain a normal body temperature of 98.6 degrees F. when measured by a thermometer placed in the mouth. If the thermometer is placed in the axilla under the arm, the reading is slightly lower; if taken in the rectum, it ranges about one degree



Division of Extension, Ohio State University

Everyone should be able to read a thermometer.



H. Armstrong Roberts

One of the first things the doctor does is take the pulse.

higher. Variations within the limits of 97 to 99 degrees F. (by mouth) are usually not significant. However, any further departure from normal temperature indicates there is something wrong with the body. Temperatures below normal are often overlooked, but they may indicate a serious condition just as truly as do high temperatures.

When taking temperature by the mouth, dip the thermometer in alcohol and rinse in clean, cold water. Then shake down the mercury to the lower part of the tube. This is done by holding the end of the thermometer between the thumb and index finger and shaking with a quick wrist movement. If the mercury does not drop, put the thermometer in its case and slip into a stocking with the bulb end at the toe; then swing in a large circle. After the mercury is shaken down, place the bulb of the thermometer in the patient's mouth under the tongue; he should close the lips

and allow the thermometer to remain for at least as many minutes as indicated on it. The patient should not be given hot or cold drinks immediately before inserting the thermometer in the mouth. After its removal from the mouth, the temperature should be noted and recorded. The thermometer should then be cleansed with alcohol and wiped and put away. Do not put a thermometer in warm water or under a hot-water pad, as it may be ruined by overexpansion of the mercury.

The pulse, too, may indicate illness. Next to the temperature in importance as a symptom is the pulse. You have probably placed your finger upon your wrist and felt the throbbing of your pulse. The pulse is the expanding of the arteries produced by the wave of blood forced through them by the heartbeat. If the function of the heart is interfered with, if the volume of blood is changed, or if the condition of the blood vessels is affected, a change will occur in the pulse. Taking the pulse rate, then, becomes an excellent means of obtaining vital information. It requires practice to take the pulse successfully, but it is important to be able to do it. We speak of a "normal pulse rate" for an adult as being seventy-eight beats per minute. The average rate is much higher than this during babyhood and childhood and varies widely with different persons. The taking of the pulse rate has its greatest value when the normal pulse rate of the person is known.

In order to make an accurate count of the pulse, a watch with a second hand should be used for timing. Usually the pulse is taken at the wrist. Before the count of the pulse is taken, the patient should rest in a lying or sitting position for some minutes. The count should be taken while the patient is still in this position. The person taking the pulse places the index finger on the inside of the wrist about one inch below the base of the thumb and feels the pulsation of the artery. The beats are counted for one minute. Sometimes the pulse is counted by placing the index finger over the artery at the temples in front of the ear.

The respiration is also important to note. Through breathing we obtain the oxygen we need from the air and throw off certain waste matter. Normal respiration consists of the rising and falling in rhythm of the chest wall and the walls of the abdomen, occur-

ring about 18 times a minute. It is carried on unconsciously without effort, sound, or pain. Any change in rate or character of respiration may have grave significance. In order to make an accurate count of respiration, a watch with a second hand should be used for timing. The patient should not be aware that the respirations are being counted, as the breathing should be quiet and natural, and his anxiety may alter the rate. Respiration is counted by watching the rise and the fall of the covering over the chest, or by gently placing one's hand over the chest. The count is usually made for one minute. As was stated, the normal respiration for adults is about 18 per minute.

Careful observation should be made of all of the symptoms. If a person is in pain or is irritable and pale or uncomfortable in any way, he should be made comfortable, and observations should be made on his temperature, pulse, and respiration. Whether these indicate illness or not, an effort should be made to determine the cause of the discomfort. If it is a slight cold, a case of gorging on candy, or some common case of digestive disturbance, simple remedies may be applied. Cathartics may be dangerous if the pain is in the region of the appendix, which is located on a line between the navel and the point of the right hip-bone; in such a case, or in any uncertainty, a physician should be called at once. In certain disorders delay is often serious. Even if the cause is known, failure of the condition to yield readily to home treatment should result in a call for medical aid.

For your thinking and doing

1. Take your own temperature; count your own pulse; determine your respiration. Do the same for someone else.
2. Take the temperature of an aged person; take the temperature of a baby at the armpit. Compare these with your own.
3. Explain the way in which a humid, "muggy" day affects your body's ability to lose heat.
4. Make a list of the characteristics you consider belong to a good nurse; a good patient.
5. Mrs. Ellis's daughter, age six, has the measles, and the doctor has asked for reports on the child's temperature. The mother has no thermometer but is depending upon her sense of touch to tell her the

condition of the child's temperature. How do you regard this method? Why?

Problem 2. **What are the home nurse's responsibilities?**

The physician, when called, makes a diagnosis of the case and may give a prescription with general orders for the patient's care. Whoever is to act as nurse for the patient, at once becomes responsible for carrying out these orders. We all know of people who seek aid from the family physician and then fail to take the medicine because "it is nasty" or to go to bed because "it is tiresome." It is essential that orders be followed and that the nurse sees that they are. If she observes any symptoms in the patient that appear unusual or not as the physician predicted, she should report them at once to him. If he thinks a change in his previous orders should be made, he will inform the nurse to that effect.

A careful record should be kept. The nurse should keep a bedside record at the physician's request. The record of the temperature, pulse, and respiration are essential to him for intelligent treatment of the case. The memory cannot be depended upon, and significant information may be overlooked unless a record is carefully kept. Notation should be made of the temperature, respiration, and pulse, and of the time at which these were taken. The amount of medicine and the time of dosage should also be given, as well as the amount and time of food and water intake and the elimination of wastes. The record also provides space for the physician's orders which should be written down. Any special change in the patient's condition should be noted. An example of a bedside record for one day is given on page 672.

The nurse is responsible for the proper care of the patient. What care does a sick person require? If his recovery is to be hastened, he will need physical care and relaxation. Frequently the reduction of body temperature is necessary. Sponge bathing with tepid or cool water is used for this purpose. Ice bags placed on the head and at the throat are also helpful. Keeping the patient quiet and encouraging relaxation and rest in every way are effective methods of reducing high body temperatures. The patient must be kept

A BEDSIDE RECORD

Date January 7 *Name of patient* Ruth Pettis

Date of onset of disease January 5 *Name of doctor* Smith

TIME	TEMPER- ATURE	PULSE	RESPI- RATION	FOODS	MEDICINE	URINE	BOWEL MOVE- MENTS	TREATMENT	REMARKS
A.M.									
1:00	99°	80	22	1 glass milk					Feet cold. Nails blue.
6:00									Slept all night.
8:00	98°	75	19		1 tsp. cascara			Partial bath	
12:00									
P.M.									
2:00				1 glass water			B. M.		Pain in chest. Called Dr. Smith
4:00								Alcohol bath	
6:00	102°	95	30	Broth				Sponged to reduce fever	

Orders: Enema if no B. M. by 3:00 P.M. Bed constantly. Sponge bath if temperature goes to 102°.

clean. This the nurse does by bathing the patient and by changing his clothing and the bed linen. Frequently, the home nurse is responsible for laundering the clothing and the bed linen. The patient will also need to be made comfortable and mentally at ease. Perhaps the easiest way to do this is to make him feel that you are doing things for him because they will help him, and that you want to do them. The attitude of the nurse to the patient should be kindly, friendly, and helpful. Care should be taken that there is no suggestion of "making too much trouble" or of a spirit of martyrdom on the part of the nurse. Sometimes the home nurse finds it is not easy to do this, especially when she has many other household tasks to perform. If she has more to do than she is able, the assistance of others should be sought. She should not make the patient miserable by her attitude toward him or toward the work his sickness brings. Above all, an air of importance and mystery should be avoided; nothing is more irritating. Annoyances that would seem trivial to a well person are matters of acute distress to the sick. A nurse in her care of the patient should remember that she is responsible for his physical and mental well-being and should do her best to make a helpful contribution to it.

The nurse may be responsible for the food. Diet is often as important a factor in the treatment of disease as is medicine or surgery. Sometimes it is even more important. The home nurse generally has the responsibility for the patient's food unless it is assigned to some other family member. Her responsibility may consist only of arranging the tray and serving the food to the patient. Again she may be requested by the physician to prepare the food for the patient, as well as serve it if it differs from the food available in the family dietary. In such case, the written orders of the physician for the dietary should be carefully followed as to preparation, amount, and method of serving.

The care of the sickroom sometimes rests upon the nurse. This is especially a responsibility of the home nurse. Have you ever had a feeling of fatigue from living in a place where everything was in a state of disorder, confusion, and uncleanness? To the sick person, with less reserve in mind and body, such an environment may be most harmful. Through careful attention to the cleanliness

and order of the room and its furnishings, a feeling of peace and quiet may be given to the person who is ill. The nurse should see that the sickroom is kept clean and orderly so that the patient will in no way be disturbed or hindered in his recovery by the condition of the room.

The nurse should give attention to her own state of health. She should follow her regular good health practices as nearly as she can. She should see that her food is adequate and eaten at the proper time. She should have sufficient sleep and rest and some time away from the patient. Following a twenty-four-hour schedule of caring for a patient will soon turn the nurse into a patient needing care. The nurse should have time to care for her own personal hygiene. She needs a daily bath, either sponge or tub. She should give special washing to those parts of the body that perspire freely. A deodorant is also good to use. Most patients are sensitive to unpleasant body odors and may even be nauseated by them. Clean clothing should be worn, and the underwear should be changed and washed daily. The skin, hands, nails, and hair should be given regular care. The nurse should present a neat, clean, and pleasing appearance. It is good for both patient and nurse. The nurse will find that planning a routine schedule for the day, including recreation, will help her accomplish all of the things she must do for the patient, as well as her other duties. It will also help her to feel less hurried and pushed as she cares for the patient.

For your thinking and doing

1. Name the responsibilities that a home nurse may have. Check those that you have had to assume. Which ones would you be unable to assume because you do not know how to do them?
2. Plan a daily routine schedule for a home nurse caring for a specific case of illness.
3. Give some examples of the results in carrying out and in disregarding the physician's orders.
4. Decide which member of your family is the best home nurse and give reasons for your choice.
5. Edna's mother has been ill for two days. The physician is concerned about her condition. Edna is to make a report that will enable him to care for his patient wisely. What should Edna's report include?

Problem 3. How shall we care for the patient?

Sick people are often tired, uncomfortable, and feverish. In addition, the skin may be loaded with waste products excreted in the perspiration; and certain parts of the body, the feet in particular, may have offensive odors. Bathing cleanses the skin of the waste products and bad odors; relieves discomfort from position, pressure, and heat; provides passive exercise; and refreshes the patient. It also induces rest and sleep. It is therefore an essential part of the care of the patient. A daily bath should be included in the routine care of the patient. A bath should never be given immediately after food. At least an hour should pass between the meal and the bath.

Care should be taken to prevent exposure or chilling in giving the bed bath. The temperature of the room should be 70 degrees F., and the windows and doors should be so adjusted that all drafts can be prevented. The necessary materials for the bath should be assembled near the bed. A list of desirable items is as follows: two blankets, (old woolen), three bath towels, one face towel, two washcloths, one night garment, good white soap, one tube of vaseline or cold cream, small cotton swabs, comb and brush, tooth paste or mouth wash, tooth mug or glass with brush, nail file, scissors, one deep basin or foot tub, one bent glass tube, supply of hot water on hand, and one slop jar or pail. The patient is turned on the side, and a blanket placed underneath. The pillow is covered with a bath towel. A blanket is placed over the covers and the covers removed, without exposing the patient. The night garment is then removed, leaving the patient between the blankets. The bath usually proceeds in the following order: face, ears, neck, arms, chest, abdomen, legs, and feet. The patient is then turned on the side and the back and buttocks are washed and each part dried thoroughly. The patient usually then can finish the bath himself. Special cleansing should be given to the ears, the space between the fingers, and that between the toes, the armpits, and the back. After drying the back, rub with alcohol to rest and refresh the patient. Thorough and quick work is desirable throughout the bath.

Sometimes an alcohol rub is used without a preliminary bath. In either case a small quantity of alcohol is taken in the hand and



Pauline Stout

Here are high school girls learning about the home nurse's responsibility.

applied to a relatively small area of the body with vigorous rubbing. An alcohol rub of the back is begun at the base of the neck and then proceeds downward with an especial massage of the spinal column. With the evaporation of the alcohol comes a sensation of cooling. If too large an area has had an application of alcohol and the rubbing has been insufficient, chilling may result. Bath powder is often soothing and pleasing to the patient.

Changing the garment of the patient needs to be done carefully. If the patient is helpless or very sick, the garment should be open all the way down the back. To prevent exposure, the clean garment is slipped across the chest beneath the soiled one. The sleeve of the garment to be taken off is taken from one arm, and replaced by the sleeve of the clean one. The opposite sleeve is changed in a similar manner. Necessary lifting of the patient can best be accomplished by having him place his arms around your shoulders. If the patient is able to help, the procedure given on the next page is recommended:

Place the patient on his back with knees flexed. Gather up the soiled garment, having the patient elevate the hips while it is drawn up to the waistline.

Bend down so that the patient can easily place his hands around your shoulders. Raise the patient from the pillow and quickly slip the garment off over his head.

Bend down and lower the patient back on the pillow.

Leaving the patient on his back with knees flexed, gather the clean garment up loosely and lay it over the chest.

Bring the patient's arms through the sleeves, and fit the sleeves close up under the axilla or armpits.

Raise the patient from the pillow, as when removing the soiled garment, and quickly slip the clean garment over his head and down over the back to the waistline.

Lower the patient back on the pillow, as when removing the soiled garment. Have the patient elevate the hips while the lower part of the gown is slipped down in place.

The care of hair is of great importance to the comfort of a sick person. The hair should be brushed and combed at least twice daily and combed often enough to keep it in order. In combing hair, take small strands and comb the tangles out of the ends first. If the strand of hair is held in the nurse's hand above the tangles, so that the hand can keep the pull from coming on the head, much hurt may be saved the patient. The hair is easier to care for if it is short. Usually a sick person with long hair rests most comfortably in bed when the hair has been parted from the back of the neck to the middle of the brow, and braided in two braids, one on either side of the head. The care given the patient's hair should be such that it preserves the hair, keeps it neat, and at the same time insures the patient's comfort.

The mouth and teeth should be given regular care. They should be kept clean and moist, and cleansed with an antiseptic wash. Usually the mouth is washed at least three times daily, but patients with a high fever, or those who breathe through the mouth, require more frequent care. If possible, it is best to let the patient clean his own mouth, using his own toothbrush. After the teeth

are brushed, any particles that may have adhered between the teeth should be removed with a swab made of a toothpick and a bit of cotton. An antiseptic wash of a kind known to be agreeable to the patient should be used. The mouth should then be rinsed with cold water. It is essential that all of this be done with as little exertion to the patient as possible.

Care should be given to the bed. The bed should be furnished with a pad mattress-protector; a double blanket (either wool or cotton); a light-weight bedspread; three pillowcases of regulation size, and as many more as will be needed for the extra small pillows; three sheets one yard longer and one yard wider than the bed; and a rubber sheet or oilcloth one yard square, which may be lengthened to the proper length by sewing a strip of muslin 18 inches wide on each of two sides of the rubber sheet. This will provide for the extra length that will be needed for tucking under the mattress. If the sheets are not long enough or wide enough, they may be made so by sewing a strip of muslin on one side or the end, sufficient to bring them to the required dimensions. This will avoid the pinning of the sheets to the mattress.

Some general rules to remember in bedmaking are:

Collect all necessary material before beginning to make the bed.

Place the bed so that it is accessible to the nurse from all sides, and so that the light does not fall directly in the patient's eyes.

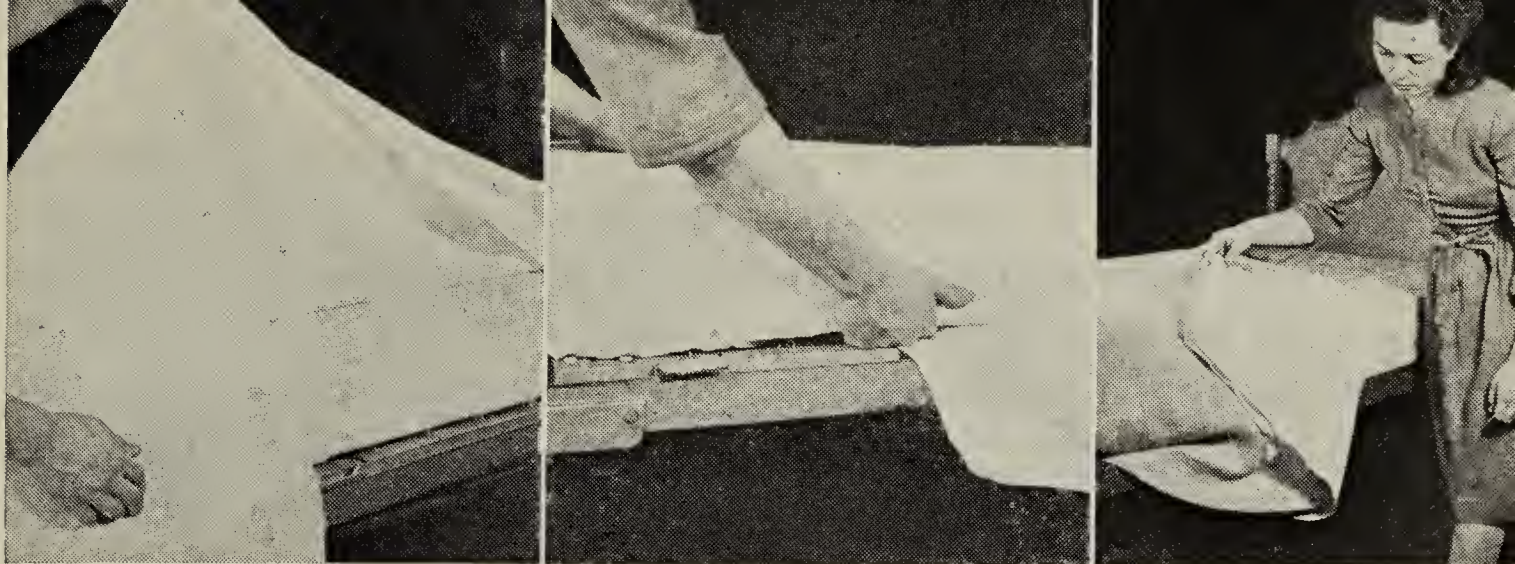
Keep the mattress protected with a quilted pad or soft blanket.

Stretch the sheets so that they are free from wrinkles and are tucked in firmly at the head, foot, and sides of the mattress.

Observe neatness in the arrangement of the upper bedclothes.

When making *the unoccupied bed*, put all necessary articles and equipment in a convenient place; put the mattress in place, and cover with a protective pad.

Put on the undersheet with center folds in the middle of the mattress. Tuck under at the top of the mattress; then pull firmly to the foot and tuck in there. Miter the corners (fold like an envelope) on the side on which you are standing, and tuck in. Follow this same process on the opposite side.



Three Lions

The left and middle pictures show how to make the corners of the bed. While the right hand tucks the small end of the lower sheet securely under the mattress, the left hand still retains its hold of the corner of the sheet. With the right hand, the sheet is held firmly against the mattress; then the left hand is brought over it and the sheet is dropped down. In the right picture, the blankets have been placed singly over the top sheet, and a box pleat, tuck at foot, and square corners have been made for each in turn. The top sheet is turned over the blankets.

The rubber sheet should be placed about the middle third of the bed where the lower part of the back, the buttocks, and the upper part of the thighs will rest. Tuck in on either side of the mattress. Cover the rubber sheet with the draw sheet, which is an ordinary sheet folded lengthwise, tuck in firmly under the mattress on either side of the bed.

Place the top sheet with the hem wrong side up and the upper edge of the sheet on a line with the rim of the mattress. By placing the sheet with the hem wrong side up, the right side of the hem will be uppermost when the sheet is turned down over the blankets and spread. Leave a four-inch fold in the lower part of the top sheet to allow room for the feet. Tuck the top sheet under the mattress at the foot, and miter the lower corners as in placing the under sheet. The sides may be allowed to hang.

Place the blankets with the upper edges about 8 to 12 inches from the top of the mattress, leaving a fold in the lower part as in the top sheet, and tuck in at the foot. Place the spread so that the upper edge will be on a line with the upper edge of the blanket. Tuck the spread under the mattress at the foot, miter the corners and allow the sides to hang. Turn the upper edge of the top sheet back over the spread.

The pillow should be put into the case by gently shaking and pushing so that the edges of the pillow and those of the case are on a true line. The pillow should be punched and patted so feathers are light and the surface smooth. The first pillow should be laid flat on the bed with the seam side toward the head of the bed and the open end on the inside. The second pillow should be placed so as to stand upright with the seam side at the lower edge and the open end on the side away from the door.

When changing the under and draw sheets with the *patient in bed*, loosen the bedclothes from under the top, the foot, and the sides of the mattress. Turn the patient on the side facing the nurse. Gather the draw sheet in folds close to the patient's back, after which do likewise with the rubber sheet and the lower sheet.

Go to the opposite side of the bed and place the clean lower sheet with center creases on the middle line of the mattress. Unfold the side nearest the attendant, leaving the opposite side in folds close to the patient's back. Tuck in at the top of the mattress and miter the upper corner. Draw the sheet down firmly at the foot and tuck in there. Miter the lower corner and tuck in along the side of the mattress.

Replace the rolled half of the rubber sheet and tuck in at the side of the mattress. Place the clean draw sheet with center creases on the middle line of the mattress. Unfold the side nearest the attendant, leaving the opposite side in folds close to the patient's back, and tuck in at the side of the mattress. Move the patient to the clean side of the bed; then go to the opposite side of the bed and remove the soiled linen.

Bring the lower rubber and draw sheets in place. Tuck the lower sheet in securely at the top and foot of the mattress, miter the corners, and tuck in at the sides, after which tuck in the rubber sheet and the draw sheet also.

Pillows add to the patient's comfort. Usually only one pillow is used under the head of the patient, thus enabling him to be raised partially in bed by placing a small pillow under the small of the back.

A folded pillow or cotton pillow placed upright and lengthwise

under the knees will relieve tension of the muscles of the abdomen and make the patient more comfortable.

The feet may be supported by pillows or a pad extending from the foot of the bed.

When a patient is weary of lying on his back, he may be turned on his side, with a pillow placed at the back for support. Another pillow placed lengthwise between the knees and a small one supporting the abdomen may be used.

The nurse should understand the use of the bedpan. This is a vessel used to receive the excreta of a patient lying in bed. Bedpans are of several types and are made in both enamel and porcelain materials. Although difficult to clean, the slipper bedpan is the most commonly used. When the bedpan is asked for, it should be brought at once, with the toilet paper, to the patient. He may be unable to wait any length of time for the pan and delay might mean a complete change of the bedding and of the patient's clothing. Delay may also result in the desire for evacuation passing before the pan is available. The pan should be warm and dry before it is brought to the patient. A damp bedpan is disagreeable to the patient and difficult to adjust. The chill of the cold porcelain or metal may lead to retention of excreta. Warming the pan can be most readily done by allowing hot water to run over it. Care should be taken, however, that the bedpan is not too hot. The outside should then be carefully dried. In preparation for the use of the bedpan, slip a newspaper or old sheet under the patient to protect the bed. Have the patient bend the knees. After pushing up the bed garment, the nurse should put her left hand under the patient's hips, and with the right hand put the pan in place. A towel or folded cloth should be placed over the back to prevent spilling of excreta. The patient should attend to his own needs if he is able. His hands should be carefully washed. If the nurse must assist the patient, the parts should be wiped with soft toilet paper and the pan removed with the same precaution that was taken when it was adjusted. It should be covered immediately upon removal. If there has been a bowel movement, the patient should be allowed to lie on the paper or towel while the parts are washed with warm water and a cloth. Dry carefully with another cloth and burn both pieces.



Photo from the New York State College of Home Economics

The patient should be helped to find change and satisfaction in a comfortable chair.

This step is not necessary if only urine has been passed. Remove the newspaper or old sheet, and make the patient comfortable.

The bedpan should be emptied and cleaned at once. It should be rinsed with cold water, and any excreta which clings to the pan should be removed with toilet paper. The pan should then be scalded and at least once a day should be washed in hot soapsuds.

Attentions that contribute to the patient's comfort should be given. Have you ever sat facing the light, unable for some reason to obtain the lowering of a shade? Have you ever reached for something you wanted very much only to find you missed it by a little distance? These and many other similar happenings cause much of the irritation in an ill person's day. A careful nurse will find that through thoughtfulness she can arrange to have a bedside table within reach, the window shade lowered, the glare from the electric light prevented, and many other similar annoyances solved. The sick person may not know the source of his annoyance. It may

come from an uncomfortable position, fatigue from being up too long, a squeaking door hinge, or a lack of fresh water or fresh air. The alert nurse will do her utmost to make her patient comfortable and happy. This may mean making plans for his entertainment and making the small happenings of the day seem interesting.

Certain precautions are necessary if the patient has a contagious disease. The nurse must protect herself from acquiring the disease and from its spread to others. If a vaccine or other serum is available she should take it as soon as she knows the disease is communicable. Diseases in which the contact is made through the nose and mouth to the lungs may require her to wear a mask. She must catch all nose and throat discharges of the patient in paper tissues, put them in paper bags, and burn tissues and bags. All excreta should be treated with a disinfectant, as chlorinated lime or lysol, before disposing of it. She should wash her hands and arms to the elbows with soap and water and clean her nails each time she does anything for the patient. She should avoid putting her hands on her face at all times. She should change her clothing completely and wash herself thoroughly when leaving the patient's room. The dishes used for the patient should be sterilized and not washed with those of the family. The patient's clothing and bedding should be disinfected and washed away from the family laundry. For the most contagious diseases it is not recommended that the home nurse take care of them. Many of these diseases are so severe and dangerous that they require the skill of a trained nurse or the facilities of a hospital to insure satisfactory recovery.

For your thinking and doing

1. Give a sponge bath to a patient in bed.
2. Give a patient an alcohol rub.
3. Make an unoccupied bed; an occupied bed.
4. Demonstrate the use and care of the bedpan.
5. List the contagious diseases that might satisfactorily be cared for by the home nurse. What ones might not be cared for by a home nurse?
6. Plan suitable entertainment for a sick-bed person of each of the following types: a six-year-old boy with a sprained ankle; a high school girl recovering from rheumatic fever; a grandmother convalescing after a gall bladder attack.

Problem 4. What is a satisfactory sickroom?

In case of illness in the home one of the rooms of the house must be selected and made into a sickroom. Often the room that the patient calls his own becomes the sickroom regardless of its suitability for this use. When there is a choice of rooms several things should be considered. One of the first of these is the location. It should provide a pleasant exposure, good ventilation, quiet, and restfulness for the person who is ill. Many persons prefer southern or southwestern exposure. It is also desirable that the room be shut off from the main activities of the home, and yet it should provide as great convenience as possible for the nurse in her care of the patient. Easy access to the bathroom is important in this matter. A front upstairs room facing the street is likely to be an unsatisfactory location and a downstairs room on the back and some distance from the street a satisfactory one. Rarely is it possible to have all the desirable characteristics that we could name in one room. The choice in each case must depend upon individual considerations and certain characteristics generally regarded as essential for a satisfactory sickroom.

Sunshine and fresh air should be provided. One of the best stimulants that a patient can have is bright sunshine. It brings warmth and cheer and healing powers about which, even yet, we understand but little. Florence Nightingale said, "It is the unqualified result of all my experience with the sick that second only to their need of fresh air is the need of light." It is not only light, but direct sunlight, they want. Sunlight is not only a germicide, but it also aids the body in its rebuilding and is a direct remedy for gloom and low spirits. Except when the case is such that the physician has ordered light excluded, the presence of sunshine is a requirement for any satisfactory sickroom. Proper ventilation for supplying fresh air is as important in aiding recovery from illness as it is in maintaining health. It has been pointed out that air in motion with some slight variation in temperature has a distinctly helpful effect. Ventilation without a draft should be arranged in the sickroom. A screen or window board is helpful in this when the house has no special ventilating system other than windows and doors.

The temperature of the room should be controlled. Various investigations show that the best average temperature is from 64 to 68 degrees F. during the day and a little lower at night. It is desirable that the air be not too dry, as such air makes one feel cold through the increased evaporation of sweat on the skin. A thermometer should hang in the sickroom, and the temperature should not be allowed to go above 68 degrees, except in the following instances when a higher temperature is desirable:

1. When the physician orders it.
2. During all baths.
3. During all treatments when exposure may be necessary.
4. If a prolonged examination is necessary.
5. For the first times when the patient sits up in bed or out of bed.

The temperature should not be lowered much below 68 degrees, except in the following instances:

1. When the physician orders it.
2. When the patient is asleep, unless the physician orders it otherwise.

The furnishings of the room should be simple and such that the room can be easily cared for. These should be plain, durable, free from decoration, and readily cleaned. All elaborate or unnecessary furniture should be put away, leaving for the sickroom only those articles essential for the care of the patient. The coloring of the walls should be plain, free from disturbing design, and soothing to the eyes. The floor should be of neutral tones that do not disturb and annoy the patient. The freedom from striking colors and confused design, and the simple furnishings, make a restful environment that is important to the sick person's peace of mind. Tastefully arranged flowers, so placed that the patient's movements will not cause them to be upset, add to the attractiveness of the room and to the pleasure of the patient.

The room and its furnishings should be kept clean and in order. Disorder and dirt alike breed discouragement and discomfort.



H. Armstrong Roberts

Fresh air and sunshine speed the recovery of the convalescent patient, as do a joyous atmosphere and pleasant surroundings. Just knowing that others are eager for you to be yourself again and are happy that you will soon be well is a great help.

Flowers should be watered and arranged; the tables, chairs, and dressers should be dusted; and the floor should be kept clean. The rooms should be kept equally free from foul odors and disinfectant smells. The care of the room should be accomplished without raising dust, creating confusion, or causing annoyance to the patient. Food should never be allowed to stand in the sickroom. A sense of well-being comes to the patient from having a clean, orderly room.

The arrangement of the room and its furnishings should contribute to the patient's comfort. In arranging the sickroom, care should be taken to place the bed so the patient will not look squarely at a door or towards windows. The arrangement should be such as to free him from eye fatigue and the stress of nerve strain. A pleasant outlook, if not direct, adds greatly to the possible sources of interest of the patient, especially the one who is convalescing. The amount and source of light are important. Light sometimes causes headache, nervousness, and sleeplessness. Windows should have shades that can be drawn. At night the light should be shaded. If a temporary shade is devised, it should not be grotesque or poorly supported. Sometimes newspapers are pinned about a light globe. The light may be effectively screened in this manner, but the shade may seem so temporary as to be a worry to the patient. A bedside table should be provided to hold the small articles the patient may need or desire.

Visiting the sickroom should be limited. The effect of visitors upon the sick depends largely upon the visitor and upon the patient's condition. A buoyant, cheery person may do great good. However, the visitor who comes with a doleful story of death or disaster may work incalculable harm. As the patient's strength is limited, his callers should be limited to those whom he wishes to see, providing they are helpful. Chairs should be placed for the visit so that the conversation can be easily heard. The bed must not be jostled or sat upon. Even a helpful visitor should make his stay brief. It is sometimes necessary to exclude people by the statement that the physician has ordered no visitors. If these are his orders they should be rigidly obeyed. In any event, the effect of visitors should be closely watched. Visitors often try to help by bringing gifts, such as flowers, books, magazines, puzzles, games, and fruit.

The nurse should help the patient express his pleasure in the thoughtfulness, if this is necessary. She should also help the patient make enjoyable use of the gifts.

For your thinking and doing

1. Select the room in your house that is most convenient for a sickroom. Give reasons for your choice. How can provision be made in planning a house for the care of sick persons?

2. Compare two bedrooms in your home as to the relative merits of each for use as a sickroom.

3. Plan the making of a satisfactory sickroom out of some room in your house. What articles of furniture will you use? Will you have rugs? Why? What window treatment will you use? What provisions are you making for flowers?

4. The physician is not pleased with the sickroom of Mrs. Adams. He says that there is too much noise from the street, that the room is too dark, and that there are too many furnishings in it. What can be done to make the room satisfactory?

5. Mrs. Sears is ill. The physician told her daughter to allow no visitors in the sickroom. Why does he order this? How shall her daughter carry out the order?

6. Arrange a bouquet for a patient.

Problem 5. What appliances are useful in the sickroom?

The person who is confined to his bed grows weary of lying down. His muscles become cramped. A change in position is often the only rest possible. Hospital beds have equipment by which the head of the bed can be raised and the patient brought to a semi-sitting position. Other appliances and devices are helpful, too, but many are expensive and not possible for the home to have. Inexpensive substitutes may often be used.

Devices that give support to the patient are desirable to use. A back rest may be made by placing a washboard against the headboard of the bed and tying it to the bedposts with strips of muslin. This may be padded with a large pillow placed lengthwise and other pillows arranged in front of it.

Bed cradles are used to remove the pressure of the bedcovering

from the sensitive parts of the body. They are most frequently used over the feet or abdomen. If used over the feet, a hot-water bag should be used to prevent chill. If the cradle is used to protect the abdomen, it should extend beyond the body on each side and be high enough to hold the covers from the abdomen. A bed cradle may be made in the following manner: Cut a wooden barrel hoop in two, and cover each half with a roller bandage or muslin. Cross the barrel hoops at right angles and tie at the center with a strip of bandage in such a way that the bandage will form an X on either side, thus holding the hoops in a firmly fixed position.

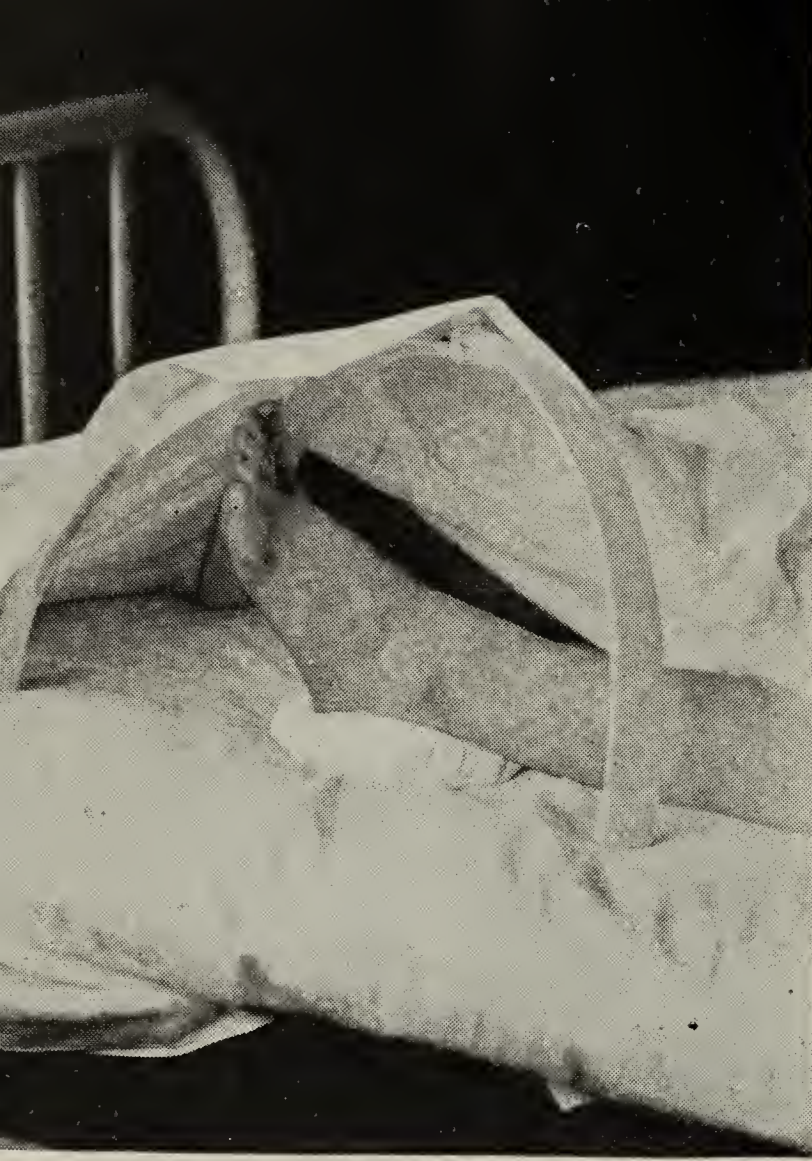
Cotton rings make a good substitute for rubber air rings and are less expensive. They are used for the relief of pressure from the heels, elbows, shoulders, head, or ears, or any part of the body where a small area needs support. The size of the cotton ring depends upon the size of the area to be supported. To make a cotton ring, wind a strip of cotton batting made in the form of a ring with a roller bandage.

Devices to furnish heat are useful. The two general ways in which heat is applied to the body locally are as moist heat and dry heat. Moist heat is applied through poultices, stupes, and hot foot baths. Very hot stupes relieve pain, reduce swelling, increase functional activity, and raise the temperature of the part. They are frequently used in toothache, earache, tonsillitis, laryngitis, and bronchitis.

Stupes or fomentations consist of two or more layers of soft flannel or blanket, wrung as dry as possible out of boiling water, ap-



To afford a change in position, a back rest may be made from a washboard.



A bed cradle may be made at home to relieve the pressure of heavy covers upon the feet.

through the hem at each end, pushing the cloth to the center of the handles to form a little pocket. After placing the stupe in the wringer, put the wringer in a basin of water with the sticks resting on the sides of the basin, and place the basin on some arrangement for heating the water. After boiling for a few minutes, remove and wring quickly, twisting the ends of the wringer in opposite directions. The flannel should be wrung as dry as possible and should be shaken a moment or two in the air before applying to allow the steam to escape.

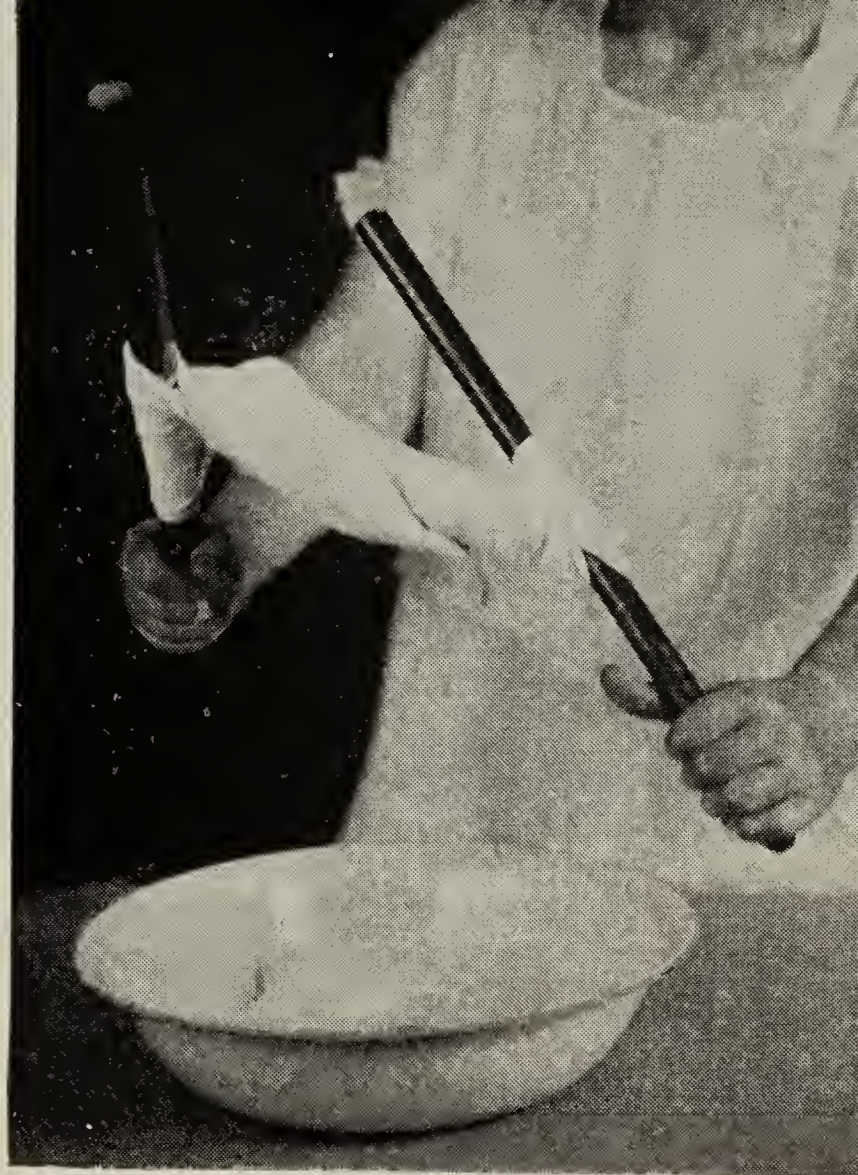
The application of the stupe is frequently ordered at regular intervals of from ten to twenty minutes. Between intervals, sterile vaseline should be applied to the area being stuped.

Dry heat is supplied by electric and chemical heating pads, hot-water bags or bottles, and sand or salt bags. A hot-water bottle is a necessary piece of equipment in treating local pain and may be

plied directly to the skin, and covered with a piece of oiled paper or light rubber sheeting at least an inch wider than the stupe to retain the heat and moisture. They may be held in place by bandages. To avoid scalding the hands, a stupe wringer should be used. The stupe wringer is best made of three-fourths of a yard of stout roller toweling, 15 to 18 inches wide. Fold a hem lengthwise of the material on each side with the edges meeting in the center. Turn a hem at each end wide enough so that a broomstick will pass through and fit snugly. Place two rows of stitching one-eighth of an inch apart at the edge of each hem. Run a piece of broom handle 18 inches long

applied to the abdomen to relieve pain in the pelvic organs. The most commonly used hot-water bottles are made of rubber. Frequently these become dry and crack and then when an emergency arises are useless. Bags made of aluminum are on the market and wear for years. However, they are not soft and pliable to the flesh as are the ones made of rubber. Fruit jars filled with hot water and sealed, hot irons, and bricks make good substitutes for the hot-water bottle. An excellent foot warmer is made by filling a flat-bottomed vinegar jug with hot water and sealing it. This can be tied to the foot of the bed and will retain the heat much longer than an ordinary hot-water bottle. Sand or salt bags may be made of denim or bedticking. The usual size is 9x12 inches. They may be heated in the oven to the temperature desired. They retain their heat well, and a set of three makes effective application possible.

In filling a hot-water bottle, certain precautions should be observed. The water should be of a temperature between 130 and 140 degrees F.; the bag should not be filled too full; and all of the air should be expelled before screwing on the cork. After the cork is screwed on, the bag should be held cork side down to make sure that it does not leak. A cover should then be placed over the bag before it is placed near the patient's body. When the bottle is to be put away, it should be drained completely and dried, if rubber, and the cork screwed in with air in the bottle. By this method the sides of the bottle are prevented from sticking together.



The use of a stupa wringer simplifies the preparation of hot applications.



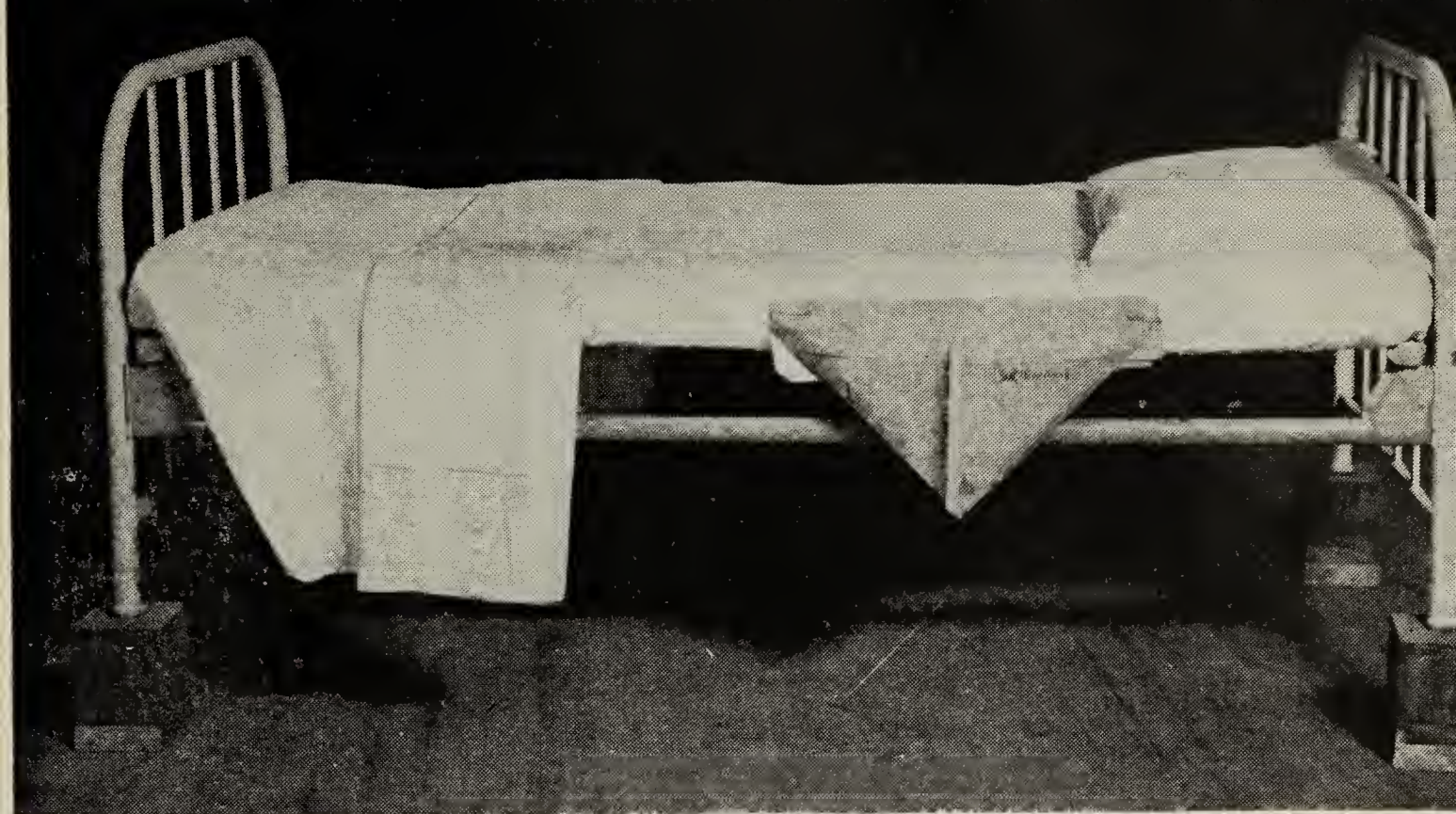
A pan and a piece of wire screen make the preparation of cold compresses easy.

burns, boils, and the like. Common devices for this purpose are ice bags and ice caps made of rubber. However, these are not particularly desirable. They are made in several shapes and sizes so as to fit the different parts of the body. These bags should be filled about one-half full or less with finely crushed ice. The air should be removed and the bag corked and covered so as not to come in direct contact with the skin. Before the bag is put away, it should be emptied, thoroughly dried, and packed with a small amount of cotton to keep the sides apart.

The following suggestions are found helpful in keeping iced compresses: Cover a basin with a wire screen; place a piece of ice on the wire screen; and let it drain in the pan beneath. A piece of cheesecloth or old muslin tied over the basin with tape is sometimes used instead of the wire screen. Place the pieces of absorbent cotton or clean cloths to be used as compresses on the ice. In case of discharge, the cotton or cloths should be burned after being used.

Devices for the bed are often aids in caring for the patient. Most home beds are so low that fatigue and backache result to the nurse when such beds are used. The bed may be elevated by the use of four wooden blocks 6 x 6 inches. A twenty-penny nail should be driven into the center of each block, leaving about $1\frac{3}{4}$ inches extending upward from the block after cutting off the head of the nail. Remove the casters from the bed and set the legs on these blocks.

Devices to furnish cold are also useful. Cold may be applied to the body through either ice bags or cold compresses. In general, cold applications are ordered by the physician to lower body temperature, to check inflammation and abscess forming, to prevent or reduce swelling, to relieve pain, and to prevent discoloration. They may be applied to bruises, sprains,



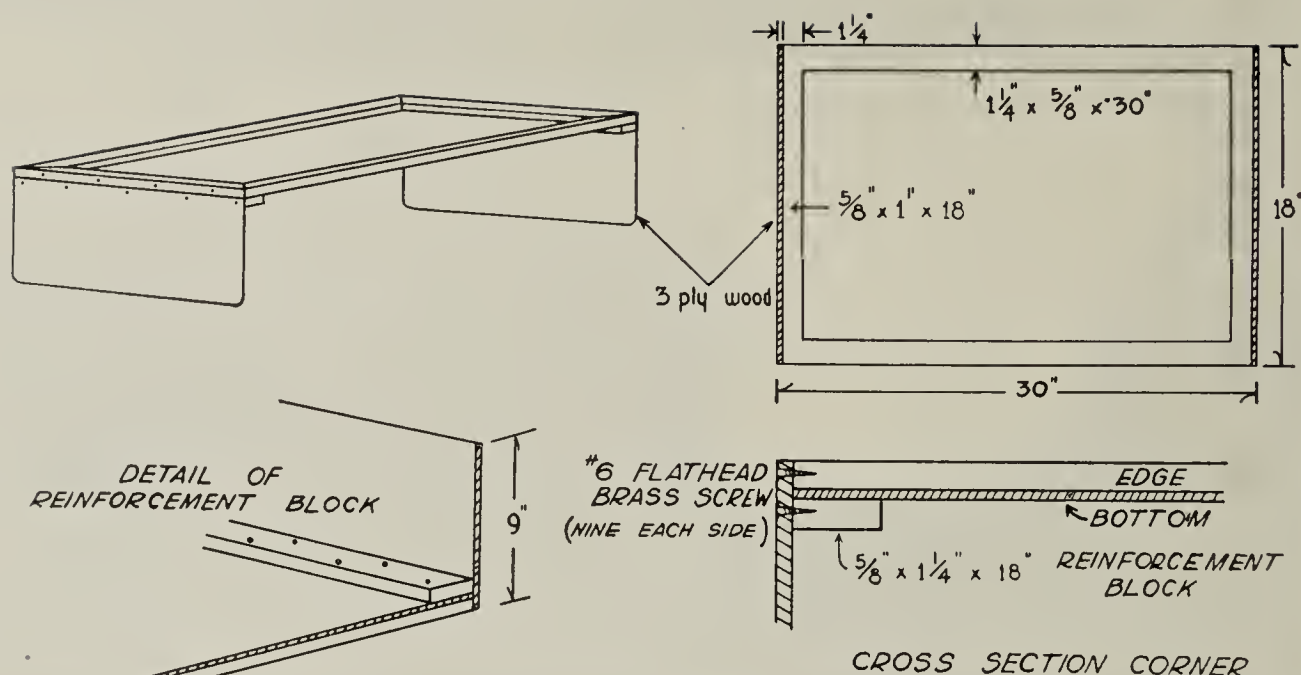
The height of the bed may be increased by wooden blocks. The paper pocket attached to the bed is for discarded handkerchiefs, papers, and similar materials.

The bed pocket is used to hold discarded handkerchiefs, papers, and similar materials. Four thicknesses of newspaper should be used to make the bed pocket. Turn one corner down halfway the length of the newspaper, making a triangle. Bring its opposite corner over to meet it and paste the edges together. This forms a large triangular pocket. Fold the long upper edge down to make a stronger edge, and pin with safety pins to the side of the mattress within reach of the patient.

A tray table is especially useful in serving the patient's food. Such a device can easily be made at home. Have a lightweight board or a piece of beaver board cut into rectangular shape, a little longer and wider (2 inches) than the tray. Have two pieces cut from the same material as the top, the width of the board, and 8 or 9 inches deep. Attach these pieces to the large board, one at each end, either with nails or glue or both. If preferred, legs can be attached at each corner to the large board instead of the two pieces at the ends. Paint or lacquer the tray table some attractive color.

For your thinking and doing

1. Demonstrate the use of some device to give the patient support while in bed.

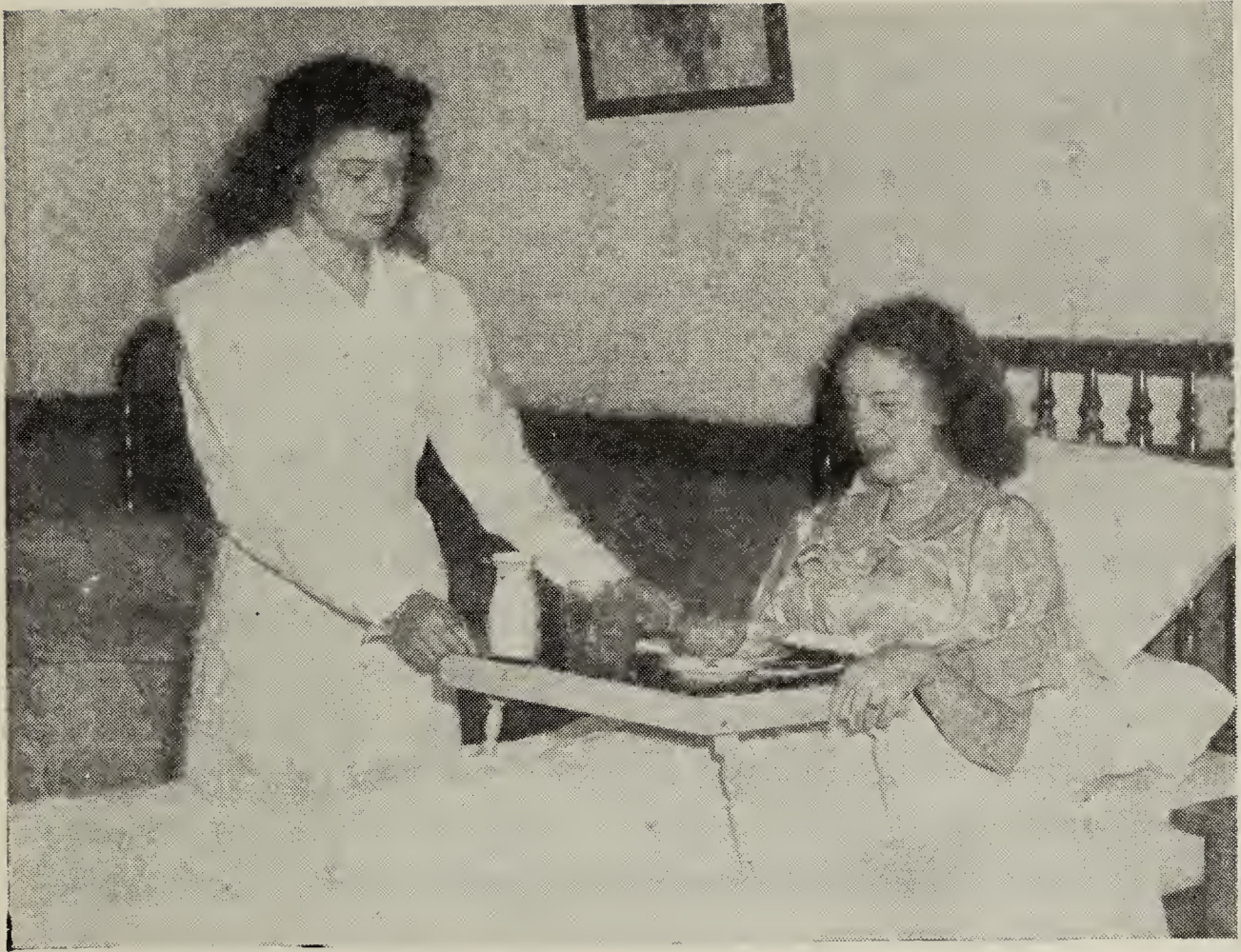


These detailed diagrams show how a tray table may be made for the sick person.

2. Demonstrate the use of one of the following: stupes, salt bag, hot-water bag, and ice bag.
3. Make a bed pocket for a bed.
4. Estimate the cost of the various homemade appliances. How do these compare with the cost of those purchased in the store?
5. Lucy became ill in the night and suffered very intense pain. The physician ordered hot, dry applications. How should these have been applied? When Jane was ill the doctor ordered hot, moist applications. How was this treatment accomplished?

Problem 6. How does the diet of the patient differ from that of the family?

The patient, like the family, has basic food needs that must be met. In general, these are the same as when he is well. He needs food that will provide him energy for heat and work, and material for building and repairing tissues. Though his exact food needs for each of these body requirements may be different than when he is well, he nevertheless must have both types of food. He must also have regulating and protecting foods, for these are especially important in contributing to his recovery. In brief, then, he needs the protective or "must have" foods every day and in as near his normally required amount as his condition permits. Some illnesses



Mealtime is one of the most important events in the patient's day.

require an increased amount of food to make up for their wasting effects; others require a decreased amount to rest the tired and overworked organs.

The diet is a part of the patient's treatment. You may have sometimes thought that because a person was in bed he did not need food. This, of course, is wrong, for adequate food in a usable form is essential for recovery. So generally is this fact accepted that it is sometimes said that in regaining health, food is of more importance than the medicine given in the treatment of the disease. If patients do not have the proper foods, they may actually starve; if given the wrong foods, death may result.

The physician's orders should be just as rigidly followed in regard to diet as in the giving of medicine. Obedience in this respect is an important part of the nurse's responsibility. The diet may be salt-free, being so planned that the patient will not receive any food containing salt; it may be restricted, certain foods being strictly omitted; or it may be a weighed diet, in which only a desig-

nated amount of each food is given. Nothing should be given to the patient to eat or drink unless it is included in the dietary prescribed by the physician. The family should remember that a sick person is not responsible, and his pleadings to be permitted to violate the rules should be tactfully refused.

Illness limits the body's powers of digestion and assimilation of its food. Have you ever taken a trip to a strange city or town to visit relatives whom you did not know? Perhaps because of the strangeness of the house and family, and the differences in meal and bedtime hours, you found your appetite failed you and you were unable to sleep. The person who is ill may find himself in a similar situation. He has none of the accustomed daily routine, his illness may make him feel that the room is peopled with strange persons, and the condition of his mind may be unfavorable for proper body reaction. It is a well-known fact that nervousness, monotony, irritability, pain, and worry affect the digestion. Through these emotions, the secretions of the digestive juices are inhibited. Furthermore, these same emotions affect the secretions of the glands that govern not only the metabolism, but also such organs as the heart. The person who is in pain cannot digest and assimilate food as he can under normal conditions. Nearly all forms of illness are accompanied by digestive disturbance. Frequently this is due to lack of exercise, poor circulation, or generally lowered vitality. The patient who is not able to exercise may have difficulty in maintaining a good appetite and regular excretion. All of these facts must be taken into consideration in planning the patient's diet. Perhaps the food most generally used in illness is milk in some form. As it is readily digested, high in food value, and easily served, milk has been regarded as the basis of diet for the sick. Eggs are also valuable. Cereals, soups, custards, ices, and fruit juices are frequently served. For the first day or two of illness a patient should be given little food to avoid strain on the digestive tract; but even at this time care should be taken to provide an adequate liquid diet. After this period an attempt should be made to meet the normal food requirement of the patient. In this the protective or "must have" foods should form the basis for planning the patient's food.

The family dietary is planned for the active, well members of

the family. Though it is based on these same protective foods, it includes dishes that are either by food content or method of preparation unsuited to the limited digestive ability of the sick. Naturally, then, the patient must not be served the regular family diet. Other provisions must be made for his food.

Foods that are easily and readily used should make up the patient's diet. This can be done without the loss of an adequate and balanced diet. The protective foods can be prepared in simple ways that are suited to the patient's limited powers of utilization. There are, however, many foods that form a part of the family meals that are suitable for the diet of the sick also. Examples of such dishes are soups, creamed dishes, citrus fruits, stewed and baked fruit, soft-cooked eggs, omelet, custards, and broiled meats. Time and effort can be conserved by utilizing as much as possible those dishes of the family dietary that are suitable in planning the food for the patient. Since illness brings added work and responsibility to the members of the family, it is important that the home nurse look for likenesses and differences between the food served the sick and the food served the family. Frequently unnecessary fatigue and strain is carried by the nurse because she fails to use for the sick person the available desirable foods prepared for the family. For example, if the family is having tomato soup and orders for the sick person call for cream soup, there is no need for an additional preparation. If the orders for the sick person's meal call for baked custard, there may be no reason why baked custard should not be served to the family for its dessert. Some thought of such dual use of foods may lighten greatly the work of preparing food for the sick.

For your thinking and doing

1. What food needs are changed because a person is not active? What ones would remain the same?

2. Plan a day's diet for yourself that includes the protective or "must have" foods and includes only easily digested foods.

3. Plan a day's meals for a family that will provide for a sick person without special preparation being made for his food.

4. State three reasons why a sick or convalescent person may need prepared food.

5. Name five dishes that you have known to be served to patients. How do you evaluate their suitability?

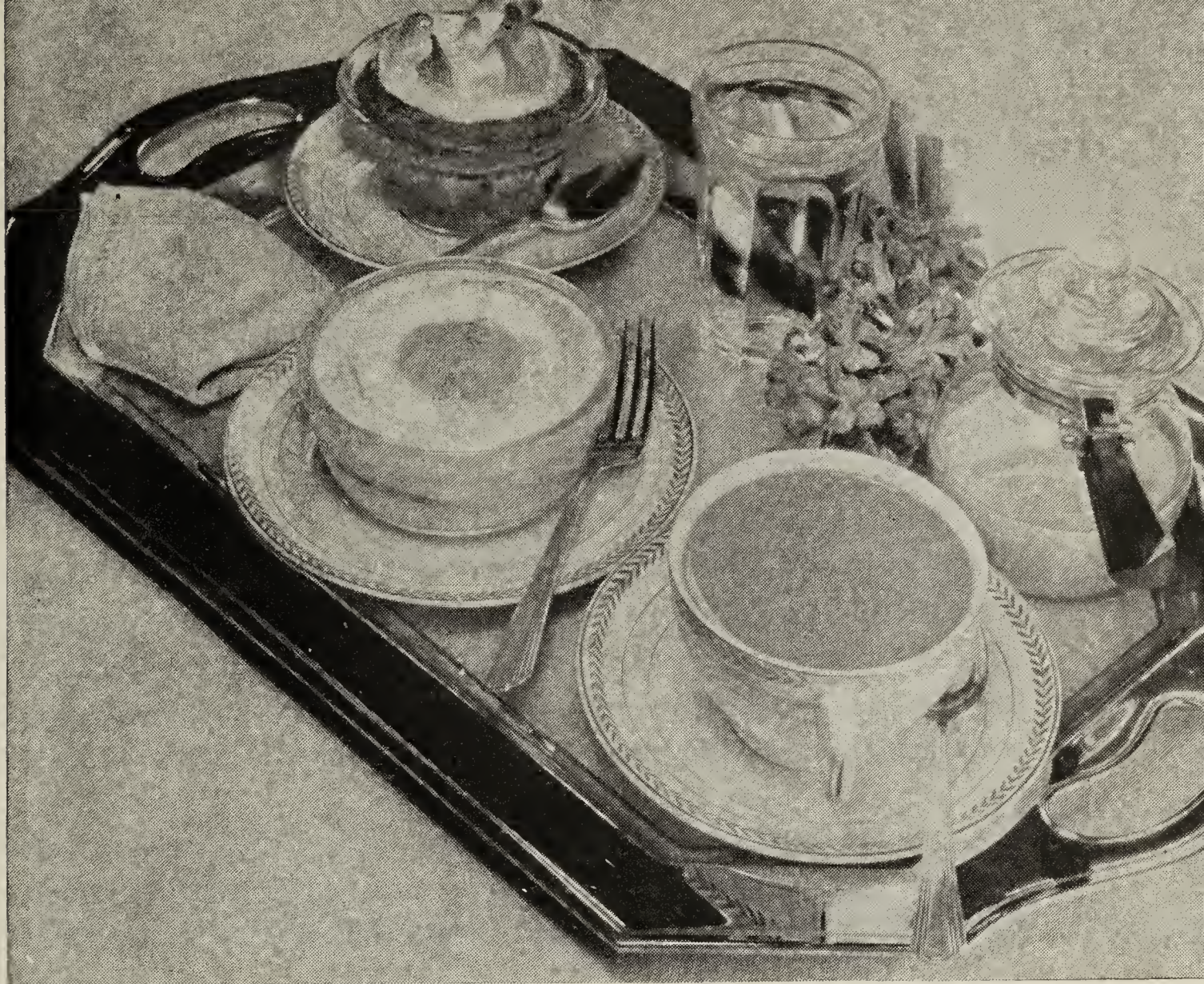
6. William is ill with a severe cold. His temperature is several degrees above normal and he is in bed. How should his diet differ from that of the other family members?

Problem 7. How shall we prepare and serve the patient's food?

Mealtime is an important event in a patient's day, and the nurse should see that the meal does not disappoint the patient's anticipation of it. If the food is attractively served and is wholesome and well prepared, the patient's contentment and enjoyment will be increased. The nurse will find that planning the patient's meals at least one day in advance is a most helpful procedure.

Suggestions to aid the nurse in preparing and serving meals to the patient are offered. The following outline of suggestions may be helpful to the nurse in serving meals to her patient:

1. The patient should be made comfortable before bringing in the tray. This includes attending to the toilet needs, the arranging of pillows, the washing of hands and face, and putting the room in order. Often the appetite fails because the food has been in the room while these needs are being met.
2. The patient's appetite should not be spoiled by planning his tray with him or by permitting him to see food in large quantities or by discussing food prejudices in his presence.
3. The meal should be served promptly. As the meal is an event, delay of a few minutes may seem important to the patient.
4. The food should be well chosen, properly cooked, daintily served. Hot foods should be served hot, and cold foods served cold. Scorched cereal, burned toast, or greasy soup may upset the patient's day.
5. The food should be arranged attractively on the tray. The arrangement should also be convenient for the patient in his eating. Often a surprise of some type, either food or decoration, greatly pleases the patient.



Corning Glass Works

An attractive tray is tempting to one whose appetite must be stimulated.

6. The tray should be carefully checked to see that it is complete before it has been taken in. Delay due to a missing napkin or spoon is unpleasant. The dishes should not be chipped or cracked, and there should be no spilling or slopping of food on the tray.
7. The tray should be so placed that the patient can help himself and eat comfortably from it. If he can sit up, he should be propped up in bed and the tray placed in front of him. A tray table or a tray with legs is especially convenient for this purpose. If no table is available, a thin pillow may be put on the patient's lap and the tray set on the pillow.
8. The patient should not be hurried, nor should he be allowed to exert himself. The portions should be small.
9. No food should be permitted to stand in the sickroom. The odor alone is often sufficient to take away the patient's appetite.

If the patient is more or less helpless and unable to feed himself, the nurse must feed him. In doing this she should place a napkin under the patient's chin and then spread it over the bedclothing. She should show the patient what good food is on the tray and speak in a complimentary manner of the meal. She should feed the patient small portions, alternating the foods. The patient may hold a cracker or piece of buttered bread in his hand and eat of it as he wishes. Plenty of time should be allowed for the chewing of the food. The patient should be encouraged to eat all of the meal.

The food commonly served patients is classed as liquid, soft, and light diets. Liquid diet is made up of fluid given every two hours, the total amounting to about six pints daily. It is usually planned to meet the energy needs of a person at rest. Milk, broths, eggnog, fruit drinks, and albumen waters are commonly served in liquid diets.

Soft diets include, in addition to the liquid diet, certain easily digested foods. Soft diets are regarded as either semiliquid or semilight, depending upon the type of food that predominates. Foods suitable for soft diets include custards, milk toast, cooked cereals, and soft-cooked eggs.

Light diets may contain, in addition to the foods of the soft diet, a limited amount of the more easily digested meats.

In the preparation of any of these diets no unusual ability or knowledge is necessary. Many of the dishes included in them are often served on the family table. The work of caring for the patient can be lessened by planning the food for the patient at the same time the family meals are planned. Much time can be spent fruitlessly in unnecessary food preparation.

The table on page 701 classifies foods often included in diets for the sick.

Many contagious diseases require similar diets. The food requirements of persons ill with colds, influenza, measles, mumps, chicken pox, and similar disorders have much in common. In each case, during the acute state the patient should be confined to bed and therefore should have food only for his basic needs. The body requires a liberal supply of water to help throw off the poisons produced by the invading organisms. A liquid diet accompanied

FOODS FOR THE SICK

<i>Liquid diet</i>	<i>Soft diet</i>	<i>Light diet</i>
Beef tea or beef juice	All foods in liquid diet	All foods in soft diet
Broth	Beef, scraped	All cereals
Chocolate or cocoa	Blancmange	All cooked fruits
Coffee	Cooked fruits, without seeds or skins	Bread, any kind but hot breads
Eggnog	Cooked vegetables, pureed	Citrus fruits, raw
Gruels or strained cereals	Cooked whole grain or enriched cereals	Cooked vegetables, not pureed
Ginger ale	Cottage cheese	Cream
Ices and ice creams	Crackers	Meat—bacon, steak, chops, liver, chicken, turkey
Juices (strained)	Custards	Plain cookies
Fruit	Eggs, soft-cooked	Simple salads
Vegetable	Fish	Soft cheese
Milk	Gelatins	Soups, any kind
Albumenized	Junkets	Sponge cake
Butter	Prune Whip	
MalTED	Rice	
Whole	Tapioca	
Soups (clear or strained)	Toast—buttered, dry, milk	
Tea	White meat of chicken or turkey	

by forced water intake is important. Fruit juices and milk are invaluable in the maintenance of normal body reactions in such illnesses. In most of these cases the period of illness is not long, and the body suffers no great harm if the food intake is lowered for a few days. Sometimes the physician orders specific foods or diets in the treatment of certain diseases. Thus, orange juice and lemonade are often given to victims of colds, and a low-protein diet to those having scarlet fever. Buttermilk is frequently given instead of sweet milk when the patient has a high fever. The return to normal eating habits should be gradual. A sudden return to usual food habits may delay or even prevent progress toward recovery.

In contagious diseases special care should be taken that the disease is not spread by means of the dishes and any uneaten food. The food left on the tray should be disinfected before disposing of it. The dishes, silver, and tray should be thoroughly washed, sterilized, and put away. This should not be done in the kitchen but either in the room of the patient or some other place that is not used by the family members. Some recommend the use of attractive paper dishes and napkins that can be burned after the meal is over.

For your thinking and doing

1. Name the foods in the table for liquid, soft, and light diets (page 701) that might easily be used in the family's meals.
2. Plan, prepare, and serve a one day's liquid diet.
3. Plan, prepare, and serve a one day's soft diet.
4. Plan, prepare, and serve a one day's light diet.
5. Prepare and serve the meals planned for the patient in activity 3, problem 6 of this unit (page 697).
6. James is convalescing from an illness with scarlet fever. The doctor says he may have a light diet. Plan, prepare, and serve a tray for his noon meal.
7. Make a plan for caring for the dishes and silverware used in serving food to a typhoid patient.

Problem 8. How shall we plan and prepare special diets?

Though there are many illnesses for which diets can be prepared, perhaps the most common of these are constipation, anemia, colds, underweight, and overweight. These are disorders and diseases which people frequently have. In all of them diet is an important part of the treatment.

Poor dietary practices and lack of exercise account for the prevalence of constipation. If corrective measures are to be planned, attention must be given the diet. Usually, in simple constipation, the first measure recommended is the drinking of a large glass of water on arising. The diet is then planned to include ample bulk in the form of raw vegetables, whole cereals, and minerals that are laxative in effect, such as prunes and figs. The acid fruits and vege-

tables are also helpful, tomatoes and rhubarb being good examples of these. Care should be taken to exclude from the diet foods that are known to be definitely constipating. Cheese and blackberries are constipating to many people. An example of such a day's diet follows:

A DAY'S DIET CONTAINING SEVERAL ANTI-CONSTIPATION FOODS

Breakfast

Orange juice
Cracked wheat Cream
Poached egg on toast
Milk

Luncheon

Peanut butter sandwiches
Vegetable salad bowl
Spiced crab apples
Oatmeal cookies
Cocoa

Dinner

Breaded veal cutlets	Milk gravy
Creamed carrots and onions	Buttered squash
- Apple and grapefruit salad	
White bread and butter	
Prune whip	Cream

Teen-age girls and boys frequently have anemia. This is a condition in which there is loss or destruction of red blood cells, or loss of the hemoglobin that carries the oxygen, or loss of both. In this disorder too little oxygen is supplied to the body because of the shortage of the oxygen carriers. As a result, the cells of the body are unable to function fully, and weakness and impaired functions of all tissues result. The disorder is manifested in the digestive system by a loss of appetite, constipation or diarrhea, and sometimes vomiting. The effect on the nervous system is marked and

serious. In the treatment the diet is the first point of attack. The food should be simple, easily assimilated, and should include foods rich in iron, such as eggs, greens, apricots, whole-wheat bread, beans, meats, and oysters. Liver, heart, and kidney have been shown to be particularly valuable, and one of these may be advantageously included in the diet daily. We all need to make frequent check of our diets to see that our body's need for iron is generously provided for. Following is an iron-rich diet for one day.

A DAY'S DIET CONTAINING SEVERAL IRON-RICH FOODS

Breakfast

One-half grapefruit
Cornflakes Top milk
Scrambled eggs with bacon
Buttered toast Jelly
Milk

Luncheon

Cream of spinach soup
Crackers
Baked potato
Cabbage and pepper salad
Whole-wheat bread Butter
Stewed dried apricots

Dinner

Baked liver
Buttered broccoli
Spanish corn
Peach and cottage cheese salad
Hot biscuits Butter
Cherry upside-down cake
Tea

Important in the treatment of a cold is rest. This applies to the digestive system as well as to other parts of the body. A soft diet

with a generous amount of liquid included in some form is considered best for a cold. Citrus fruits—as lemons, oranges, and grapefruit—are especially recommended, as is two or three glasses of water every hour. Easily digested foods should be eaten—especially fruits, green vegetables, eggs, butter, and milk. Frequently, and especially in case of a severe cold, a full liquid diet is recommended for the first 24 hours. The soft diet follows and is continued until the patient has recovered. A day's diet for a person with a cold after the first day is given below:

A DAY'S DIET SUITABLE FOR A PERSON WITH A COLD

Breakfast

Orange juice (large glass)
Rolled oats Top milk
Soft-cooked egg Buttered toast
Milk

Luncheon

Cream of tomato soup
Steamed rice Buttered spinach
Baked custard
Fruit juice (large glass)

Dinner

Meat broth with barley
Creamed green beans
Cottage cheese Grapefruit and pear salad
Buttered whole-wheat toast
Caramel blancmange
Hot tea

At least 12 glasses of water during the day

The condition of underweight requires an increase in the amount of food eaten. This may be done by a general increase of all foods or an increase of certain ones. Whichever plan is followed, the day's diet should be well balanced and all of the essential foods

included. Often people are desirous of increasing their food intake without materially increasing the bulk of the diet. This is frequently the desire of people who are underweight and whose physicians have found no organic cause for this condition. Then concentrated foods—as the fats, sugars, and starches—are used more largely, so there is no marked change in the quantity or volume of a given meal. However, the protective foods should always be included and these other foods should be in addition. A diet of this type is called a high-calorie one. Such a day's diet is the example that follows:

A DAY'S DIET FOR AN UNDERWEIGHT PERSON

Breakfast

Baked apple
Cream of wheat Cream
Baked eggs Hot biscuits
Butter Strawberry jam
Milk

Luncheon

Old-fashioned potato soup
Crackers
Tuna fish salad
Baked tomato
Bread and butter sandwiches
Peaches Cream
Vanilla wafers
Milk

Dinner

Fruit-juice cocktail
Roast pork Mashed sweet potatoes
Buttered cauliflower Cranberry sauce
Perfection salad
Hot whole-wheat rolls Butter
Blueberry pie
Milk

Some people tend toward overweight. They gain easily and rapidly and are inclined to weigh more than they should. Such persons need to eat less of the concentrated- or high-calorie foods and more of the low-calorie ones. Often they need to decrease markedly the quantity of food eaten. Whatever the dietary plans, the protective foods should always be included and the reduction on the additional foods. Extreme reduction in diet should be undertaken only when advised and directed by a physician. A day's diet that would be suitable for a person who inclines toward overweight is given here.

A DAY'S DIET FOR A PERSON WITH TENDENCY TOWARD OVERWEIGHT

Breakfast

Sliced orange
Bran flakes Milk
Poached egg on thin slice toast
Milk

Luncheon

Tossed vegetable salad
Baked acorn squash
Toasted cheese sandwich with rye bread
Apple
Milk

Dinner

Tomato juice
Roast beef Browned potatoes
Buttered turnips and peas
Head lettuce salad
Celery curls Carrot strips
Pineapple milk sherbet

For your thinking and doing

1. Prepare foods that would be especially desirable to include in a diet for anemia and constipation.

2. Plan a day's diet for each of the following conditions: constipation, anemia, a cold, underweight, and overweight.

3. Below is a low-calorie meal. How could it be made a high-calorie diet by substitutions and additions that apparently change the menu but little?

Baked potato

1 slice roast beef

1 slice bread

Butter (1 pat)

Lettuce ($\frac{1}{4}$ med. head)

Baked apple

Cocoa (made with water)

4. Prepare a meal to be included in a diet for anemia.

5. Prepare a meal to be included in a diet for a cold.

6. Prepare a day's diet for an underweight person.

7. Check your dietary for one day or a longer period for its anti-constipation value.

Unit Activities

1. If an illness occurs in your family, keep a record of the patient for the physician.

2. Care for the making of the beds at home for a given period, using the hospital method.

3. If there is an ill member in your family, assume responsibility for one or more of his meals for a given time.

4. Plan and prepare food for an underweight child for a given time and encourage him to eat it. Note the results indicated by his weight record.

5. Care for a convalescent for a given period of time.

6. Assume the responsibility for the daily care of the sickroom.

7. Plan a week's menu for each of the following conditions: constipation, anemia, a cold, underweight, and overweight. Select a day's menu from these and prepare and serve it as you would to a patient.

8. Plan and make surprises that would help to interest a patient in his food.

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Kansas City, Missouri, Public Schools

Unit 17...How the Home and Community Work Together

RECENTLY, a man was heard to say, "I like to live in Marketville. It is the cleanest and most healthful place in the state and so much is done in the way of conveniences, education, and recreation for those who live there." You, too, may know of such a place. Unfortunately all communities are not like this one. There are still many in which responsibility for enriched and satisfying personal and group living is not being assumed by the community nor shared with its homes.

The community exists primarily for the benefit of its members, who are the persons that live within its boundaries. There are many things essential for satisfying living that individuals and families themselves cannot obtain easily and efficiently. Some of these can be obtained only through a larger group, so the community came into being. Early it was realized that the community or nation was greatly dependent upon the kind of people that made up its membership. Soon it was also apparent that some type of preparation for becoming worthy members should be provided by the community and similar agencies. Thus, the community, the state, the nation, and the home are copartners in the responsibility of enriching the lives of those within their circles. Part of the enrichment comes so unconsciously that we are often not aware of it. Yet plans must be made for it and processes must be put in operation if the development of worthy members is to be accomplished. A good example of unconscious enrichment is the way we come to appreciate our liberties and our responsibilities as citizens in a democracy.

Important in satisfying living is controlling to the advantage of community members certain factors of the environment, as food supply, water supply, housing conditions, and disposal of waste. Where the population is dense, there is danger of an infected food or water supply spreading an epidemic. The disposal of sewage and waste also becomes of increasing importance as people crowd into limited areas. Small towns, villages, and isolated homes have difficulties in these matters, for most, if not all, of the responsibility for them is left to the individual or the family. Lacking adequate means for taking care of these needs, people often live in unsanitary conditions. Overcrowded houses with their accompanying poor ventilation and other living conditions are commonly found in both city and country. In the cities overcrowding means limited or no play space and sometimes this is true in the rural areas. Under such conditions the health of the family members is in danger.

Though the home has a significant part in keeping its members in good health, this responsibility must be shared by the community, the state, and the nation. This requires the devising and applying of measures for promoting and preserving personal, family, and public health in general by all of these cooperating groups.

Problem 1. **What does the community contribute to satisfying and enriched living?**

Perhaps on first thought, your idea of what the community does for its members might be that it furnishes people a place to sell the things they raise and make and to buy those that they need. Again, you might think of the building where people go to vote at election time or of the community fair held each fall at the field house in the park. Much as all of these may add to our satisfactions in living they do not by any means tell the whole story. They are only a few of the many contributions that the right kind of a community makes to enrich the lives of its members, and possibly they are not the most important. Whatever the community does for its people that is good, the home should lend its wholehearted support. In this way all efforts in the right direction will be greatly reinforced and strengthened.

The community affords protection of both life and property. Protection of life includes promotion of health, regulation of work, prevention of accidents, and supervision of dangerous occupations and other possible sources of harm. Health is protected through clinics, medical and dental services, quarantine laws, regulations for hygienic procedures, research, and education. The prevention of accidents and the supervision of dangerous occupations and other sources of harm are done through laws and education. The community needs especially to protect the child from harmful experiences. Any which stunt a child's growth, either physical or mental; that limit his education; that tend to make him socially maladjusted; and that deprive him of the right of comradeship, of play, and of joy are harmful and are undesirable in every way.

Protection of property includes security of ownership and prevention of theft and of destruction of property. When men must take the law in their own hands to protect themselves, there is much waste of life and property and small social advancement. The freedom that comes through the guarantee of personal and property security increases the satisfaction of life and makes progress possible for both the individual and the group.

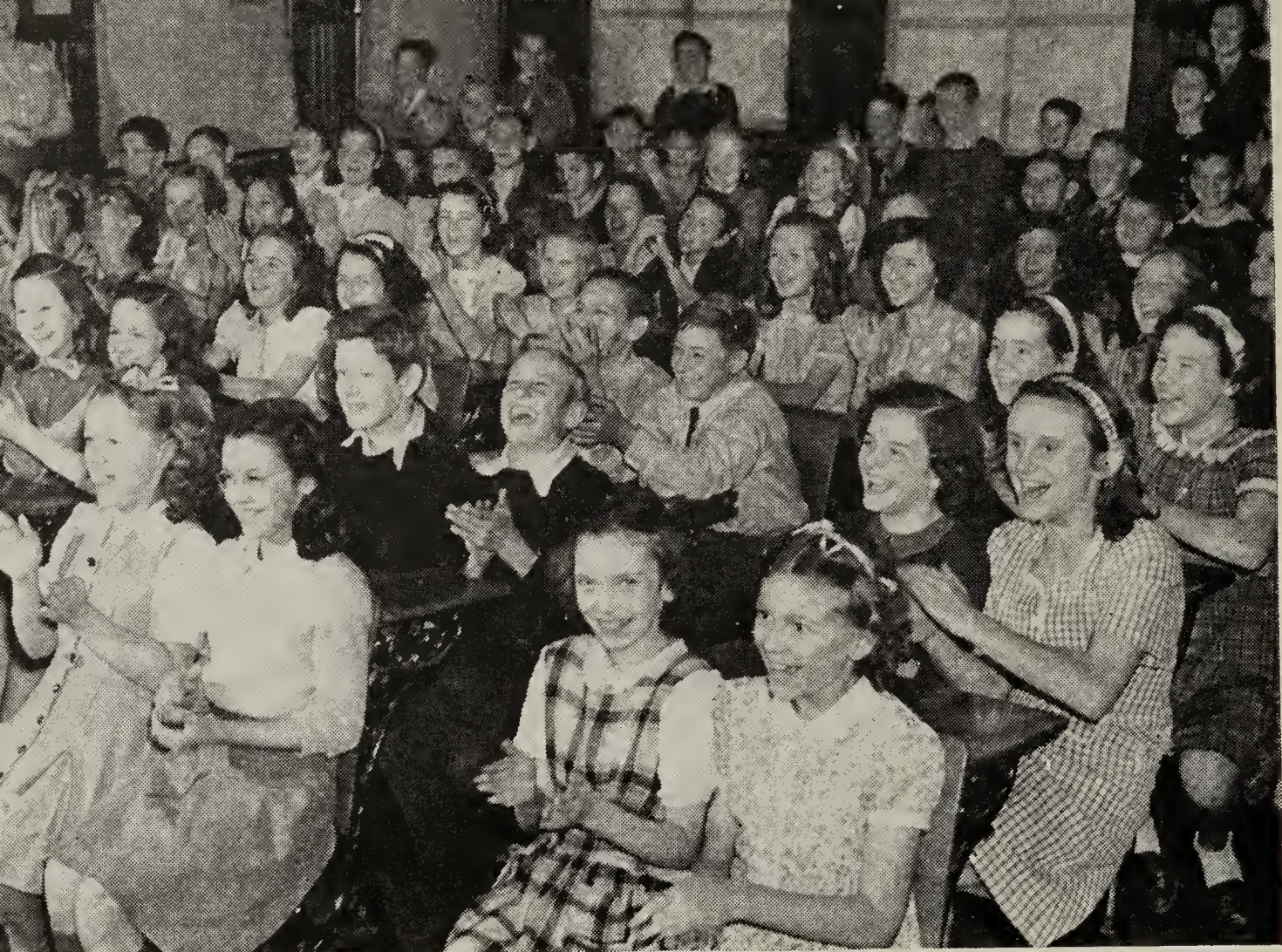


Coffeyville, Kansas, High School

The community through its schools offers preparation for the homemakers of tomorrow.

The community provides conveniences for living. Paved streets, city water systems, electric lights, transportation, and the disposal of garbage and refuse are among the many conveniences that may be furnished by a community. Both children and adults benefit and find enjoyment in them. One of the reasons why people sometimes prefer to live in a city is that they like the conveniences that it affords. The small community, however, may have some of these conveniences if it desires them. To an increasing extent, such provision is being made. The federal government, through the Rural Electrification Administration, is making possible many conveniences for rural homes at a comparatively low cost.

The community furnishes opportunities for education and development. Most of these are through the schools and are for both children and adults. Here people learn how to live worthily and how to earn a living. The community's schools offer education in many lines to children for a period of twelve or sometimes fourteen years. When high school is reached, a vocation may be chosen and education for it obtained in the school. For those who wish to enter the professions on the completion of their high school days, state-



Lackawanna Township Schools, Minooka, Pennsylvania

Enthusiasm and zest characterize the response of these schoolroom citizens.

supported colleges are provided. For those who go to work before completing high school, many communities provide the part-time school. For adults who need more education for their work, adult classes and extension teaching provide unlimited opportunities for continued growth. Thousands of men and women throughout the United States are availing themselves of the opportunities offered for the continued education of adults. The community offers further educational opportunities through such means as public libraries, art institutes, museums, forums, little theaters, philharmonic orchestras, and choruses. The community makes no greater contribution to its members than the educational opportunities that it provides for them. Education which is sometimes defined as the "translation of knowledge into human excellence" is important at every stage in life and should be a continuing process from babyhood to old age.

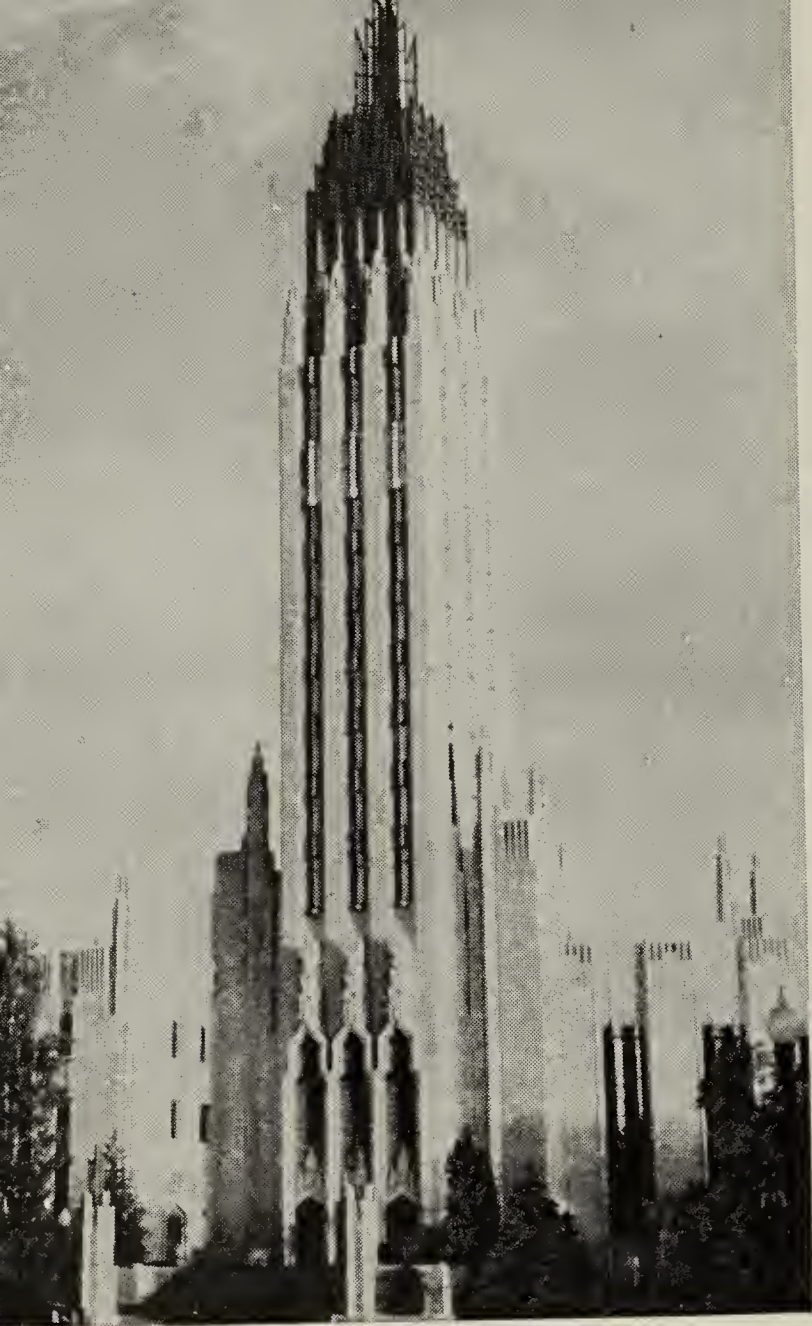
The community affords facilities for recreation. No good community neglects recreation, as adequate provision for this is found to foster good health and law-abiding qualities in citizens. Some

communities provide gymnasiums, parks, swimming pools, playgrounds, and play canteens for the recreation of their people. Community bands that give regular concerts, community fairs, and dramatic and musical productions and pageants in which the people of the community take part are also a means of recreation to some and a means of entertainment for others. All of these cost money, but a community swimming pool or band, expensive though it may be, is far less expensive than new quarters for an enlarged "reform" school or other penal institution.

A good community is opposed to harmful amusements that foster low morals. Its members not only fight the establishment of such places but furnish good means of entertainment to take their place. As people play together, feuds and quarrels are forgotten, and a spirit of comradeship develops. Community recreation may well be fostered.

The provision for recreational and educational opportunities is considered so essential that many people and organizations give much of their time, energy, and money to assisting the community in the problem. The state and the nation also make provision for the recreation of people within their bounds. National and state parks are perhaps the leading channel through which such provision is made. Included among the many that are popular with Americans are Rocky Mountain National Park, Yellowstone National Park, Glacier National Park, Mount Desert Park, and Great Smoky National Park. You may know of other ones.

The community helps in obtaining spiritual inspiration and guidance for its members. This is done largely through the church. Throughout the years communities have found in their churches means of receiving the best ideals of other generations and of interpreting these ideals in the terms of their everyday life. The church, too, has stood for things that to it seemed good and pointed the direction to worth-while things of life. The church has afforded people ways and means of relating themselves to something greater and better than they are, which men term "God" or "the force that makes for righteousness." In our rapidly changing world many forms and customs of other years lose their significance. However, the basic religious need of a people remains the



By permission of W. S. Dugger and the Boston Avenue Methodist Church, Tulsa, Oklahoma

An effective church is an important part of a present-day community.

tacts of individuals in their churches are important in shaping their lives. The community and its members should feel an obligation for the support of the church and should contribute in effort and funds so that it may be effective in the community. The home, too, should give wholehearted support to the church. In so doing a significant means will be provided for enriching their lives and those of their children.

Much of what the community does for its members costs money. This is obtained largely through taxation. Taxes, through which money is raised for the community budget, include the property tax, a share of the sales tax and, in some states, a share of the income tax. In some undertakings the federal government aids the com-

same. It is important that the church sift the nonessentials of form and custom from the essentials and conserve for the community all those things of deep religious import. Because the religious thought and the ideals held by the people today affect not only the present group but, through their children, the generations to come, it is most important that our religious leadership be wise and that we maintain an honest and sincere religious life.

It is impossible to measure exactly to what extent the church influences the lives of individuals. It is, however, generally conceded that children who are educated in religious thought in churches do not as a rule depart greatly from these teachings as adults. It is also known that the personal con-

munity. This money comes through federal taxes paid by the people throughout the nation. The problem of the community is to plan so that the provisions made and conveniences provided will be as great and as satisfying as possible for the money available. Like families, communities must live within their income. The attitude that any individual has should be colored by thought of the social importance his money will have when pooled with that of other citizens and used for the good of the group.

In the matter of taxes we would do well to consider the words of Benjamin Franklin:

“Friends,” says he, “and neighbors, the taxes are indeed very heavy, and if those laid on by the government were the only ones we had to pay, we might more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners cannot ease or deliver us by allowing an abatement. However, let us hearken to good advice, and something may be done for us; *God helps them that help themselves* as poor Richard says in his Almanack of 1733.”

For your thinking and doing

1. Which of the things that you greatly enjoy are provided by the community?
2. Which costs your community more, the recreation it provides for its members or the care and punishment of its lawbreakers?
3. Justify a community's expenditure for one of the following: schools, community band, library, swimming pool, zoo, or “teen-town.”
4. Give one or more examples in which the church has been a leader in some important and worth-while movement.
5. Last summer a traveling carnival started to show in a small Midwestern town. After the first day's showing, the city council made them leave. Why do you suppose the council took such action?
6. Several weeks ago a new family moved to town. The father said that they came to this town to live because it was known as a town of good schools and progressive churches. Why would this make any difference to a family?

Problem 2. How is our food supply protected?

Have you ever thought of the steps taken in your community to protect the food supply? The next time you are in a grocery store look about you and note the various means by which food is safeguarded. Your attention probably will fall first on the shelves of canned foods. Perhaps next you will see row on row of packages of cookies and crackers. In the rear of the store there may be a large refrigerator in which are kept milk, meat, eggs, fish, and other perishable foods. Much of the food that we buy is sealed in tin or paper containers or kept on ice. Why is all this precaution taken? We have found that a safe food supply is absolutely essential to the health of people, and these measures help to keep the food clean and to insure its safety. Particularly important is the protection afforded the milk supply at its place of production and throughout its entire handling until it is consumed. Communities and states now make an effort to insure a safe food supply to their citizens, and the federal government aids too. The Pure Food and Drugs Act of 1906 and the Federal Food, Drug and Cosmetic Act of 1938—though they apply only to foods sold in the District of Columbia, to food purchased by the government, and to foods sold in interstate commerce—have done much to protect our food supply and to insure us safe food. By their terms foods must be clean and free from any injurious ingredients and not adulterated or mislabeled. These federal acts have served as patterns and guides to states and communities in forming their food laws and regulations.

Certain conditions are favorable to food spoilage. Have you ever picked up an orange and discovered a spot of green mold on its skin? Have you ever found milk sour or fruit juice fermented? Perhaps you may have wondered what may have been the cause. In each instance the growth of living organisms changed the food. The organisms used something from the food and altered its composition. These changes in composition are shown by differences in flavor, structure, and value and are called decay. The yearly loss from the decay of fresh fruits alone runs into millions of dollars. More important than the money loss is the danger people face from using foods that are not obviously decayed but that carry

dangerous bacteria or poisons produced in them by the growth of microorganisms.

To avoid loss and obtain safe food, it is important that we know the conditions that favor the growth of the bacteria, yeasts, and molds which cause food spoilage. Of these conditions, perhaps the one most readily observed is warm temperature. Merchants and dairymen, as well as homemakers, are familiar with the increase in spoilage that occurs in unrefrigerated food when the thermometer rises. This is the result of the rapid growth of microorganisms at the higher temperature. Great advances have been made in the last three decades in our ability to store and market foods at a low temperature. Through the use of mechanical refrigeration it is possible to keep the temperature of large storerooms below freezing or at any desired point. Safe storage of foods for long periods of time becomes possible. In refrigerator cars and trucks perishable foodstuffs are shipped all over the country, so that sound food of a wide variety can be obtained regardless of the season, even in many small towns and villages. Another condition that favors food spoilage is the high percentage of water present in most of our foods. Thus, milk is an excellent food for bacteria as well as for man. Eighty-seven per cent of milk is water. Peaches, tomatoes, and strawberries spoil easily and they, too, have a high water content. Peaches are 86 per cent water, strawberries are 90 per cent water, and tomatoes are 94 per cent water. Just as moisture favors food spoilage, so does its removal by drying make the keeping of food possible. Milk, fruit, vegetables, and meats are among the foods most commonly dried.

Easy access of air also favors food spoilage. Bacteria, yeast, and molds are constantly present, and foods may become badly contaminated by these organisms carried in the currents of air. Provision is made in some stores so that food can be seen and yet not be accessible to flies or contaminated by dust from a direct air current. Such sanitary measures are desirable. There are still other conditions that favor spoilage besides temperature, moisture, and easy access of air loaded with microorganisms. However, these are the most easily controlled and are the ones with which we are primarily concerned.

Foods should be protected in production and manufacture. If you have ever visited a packing house, you will recall that on the meat carcasses that were sent in rapid procession to the cold storage rooms there appeared a stamp showing that the meat had been inspected by the United States Government. The government's inspection of meat is an excellent example of protection in the production and manufacture of food. The meat is inspected to insure its soundness and freedom from disease. Then it is safeguarded by law from the addition of poisonous preservatives in the later steps of preparation. Certain standards of cleanliness must also be maintained in the packing house. Such protection is given in all meat that is used by the government, that is sold in the District of Columbia, and that enters into interstate commerce. Regulations for meat produced and sold within a community or state are governed by community and state laws. It would seem that these same standards, required for meat, should also be adopted for other places where food is manufactured, as bakeries and candy kitchens.

Many communities have regulations concerning the production of milk, even if rules governing other foods are most inadequate. Unfortunately, a large number of communities still have no such protection of the milk supply. The wholesomeness of milk depends largely on its relative freedom from bacteria and their products. It is practically impossible to obtain bacteria-free milk. The presence of organisms everywhere prevents this, but by far the greater number of bacteria found in milk comes from dirt and may be kept out of the milk by clean methods of production and handling. The bacterial count of milk is one of the major points in its grading. Milk with a low bacterial count is to be desired. A bacterial plate count of 50,000 or less per cubic centimeter is considered low; a count of 200,000 is high; and a count of 1,000,000 is very high. It is important that the cows from which the milk comes be free from disease. Of the diseases of cattle, the ones with which we are most concerned are tuberculosis and undulant fever. By means of tests it can be known whether or not a cow is free from these diseases. Milk from a cow so infected may be the means of spreading the disease among people.

For this reason, a vigorous campaign is being made to eliminate all such diseased cows from dairy herds. However, even the milk from a tested herd may not be safe unless produced under sanitary conditions. Straw, bits of manure, dust, and dirty hands alike may lead to its contamination. Personal cleanliness on the part of the milkers and others handling the milk, the use of small-mouthed milk pails or a milking machine, and strictly sanitary conditions in the barns are important aids in producing clean milk.

The few bacteria that are present in even the most carefully produced milk will multiply rapidly unless the milk is kept at a low temperature. For this reason, immediate chilling of milk should be done. As it is not always possible to hold milk at low temperatures throughout its production and transportation, pasteurization has been largely used to obtain a safe supply. Pasteurization consists of heating every particle of milk or milk products to at least 143 degrees F. and holding it at this temperature for at least thirty minutes, or to at least 160 degrees F. and holding it at this temperature for at least fifteen seconds in approved and properly operated equipment. Milk may be pasteurized in the bottles or bottled later. Even pasteurized milk should be kept cool and perfectly clean until used. The Bureau of Animal Industry of the United States Department of Agriculture has a score card for judging the conditions under which milk is produced and marketed. This has served as a guide for ordinances in many communities.

Adequate protection should be given food in its transportation. However carefully any food has been handled in its manufacture and production, it can be spoiled by careless transportation. Milk produced under sanitary conditions, showing a low bacterial count, may become a source of danger if carried for some distance in an open truck without ice. The same is true of oysters and other fish. The rapid express service for refrigerator cars has lessened the spoilage in handling fresh fruits, vegetables, milk, and meats. Cereals, though less perishable than these other foods, should be protected from dirt and insects and kept dry and free from moisture.

Food should be safeguarded in the markets and stores. Perhaps we are more familiar with the manner in which food is safe-



Tyler Fixture Corp.

Modern grocery stores have equipment that is attractive, clean, and sanitary for displaying and keeping food.

guarded in our markets than we are with measures taken in either production or transportation. In many states bread must be wrapped, so that disease will not be spread by careless handling; milk may be sold only in the original sealed containers used by the producer; and definite rules are given concerning the sale of ground meats. Some states and many cities have laws requiring a physical examination of persons handling food. The better markets and grocery stores in all communities are adopting sanitary methods of handling food. We should give them our support and encouragement in their efforts to provide us with safe food.

Precautions should be taken in the home. The homemaker has a responsibility as a citizen for safeguarding the production, manufacture, and transportation of food to the markets. She has also a personal responsibility for the condition of food served in her home. She should make the best provisions that she can for keeping the family's food in good condition. If she has a refrigerator it should be kept clean and at a constant low temperature. Other storage places should be properly cared for, too. Sometimes food is delivered in a questionable condition. There may be no evidence of spoilage, and yet the homemaker may know that it has been so

carelessly handled that contamination has occurred, or she may fear that this may be the case. In such event, the food should be thoroughly cooked before being eaten. You may have known mothers to boil milk before giving it to children. Certain prepared foods, such as beans, macaroni and cheese, and meat dishes purchased at delicatessen shops, should be heated to the boiling temperature and held there for five minutes before using. Foods prepared in the home and kept several days may require heating in this manner to render them safe. In preparing milk for artificial feeding of infants, one of the regular steps is sterilizing the bottles and pasteurizing the milk. Homemakers also are confronted with the care of certain raw vegetables and fruits which are too bulky to be kept in the refrigerator. To keep such food in good condition, sand boxes, pits, root cellars, and special storage boxes are used. All these protect the vegetables and fruits from exposure to the air and help prevent drying out. Apples, pears, tomatoes, and citrus fruits are sometimes wrapped in paper. The use of the paper prevents contact of one piece of fruit with another and also provides protection from air currents.

For your thinking and doing

1. Plan a score card to judge the sanitary conditions of a market or grocery store; decide whether some store in your community meets your standards.



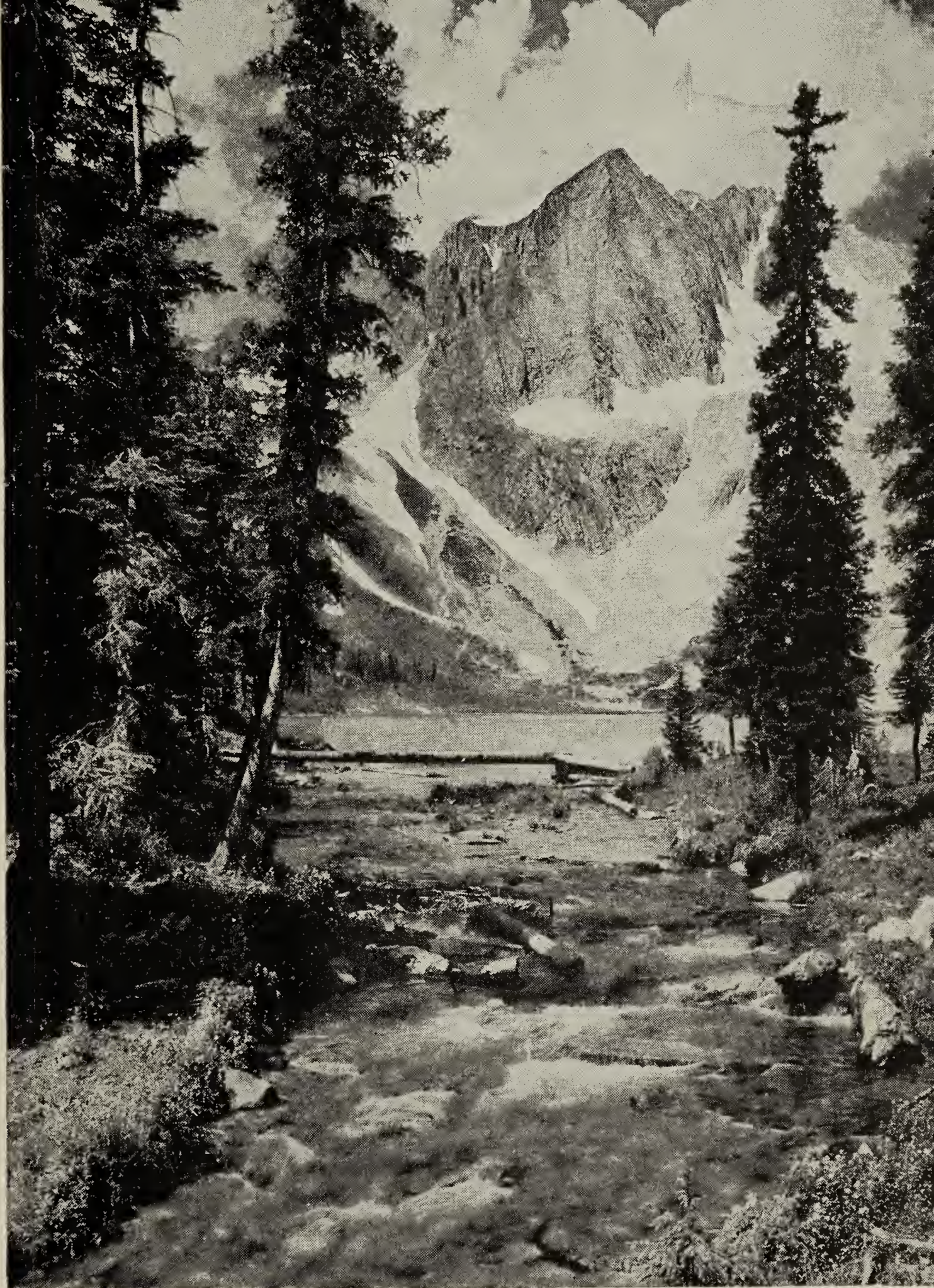
Consumers' Guide

There is not much excuse for spoiled and unsafe food today with the number and kind of good refrigerators that are available at moderate cost.

2. Upon what points would you judge the sanitary conditions of a bakery; a candy kitchen; a dairy; and an ice cream and soft drink store?
3. Clean your school laboratory refrigerator and make rules for cleaning your home refrigerator.
4. Make a set of rules for the proper handling of milk.
5. According to the standards of the United States Public Health Service, what are the requirements for the various grades of milk? Why is it said that "pasteurized milk is the safest milk"?
6. Compare the Pure Food and Drug Act of 1906 and the Federal Food, Drug and Cosmetic Act of 1938 in respect to food.
7. The Yancey family became ill with typhoid fever. The physicians traced the source to their milk supply. In what ways might it have been possible to receive the infection through this food? How could this have been prevented?

Problem 3. How are we provided with safe water?

Water is one of the three essentials of life—air, water, and food—without which man cannot live. Water makes up about three-fourths of the weight of the human body, and the processes of the body can take place only if water is present. The body is constantly giving off moisture in some form, so it must take in a like amount of water to replace that which is lost. Water is further needed for bathing, cooking, household cleaning, including laundry and washing dishes, disposal of sewage, swimming, and many other uses. Various estimates are given for the amount of water needed daily by each person. For household purposes from 10 to 18 gallons daily are the amounts usually given. However, in many localities no more than one gallon daily for each person is used. The figures from a number of our larger cities show that the amount of water each person uses daily for all purposes is from 70 to 285 gallons. Water, one of man's best friends, may easily become one of his worst enemies. Like food, it furnishes bacteria favorable conditions for life and growth. In addition, water is a means of carrying the bacteria to a source of food. Much of the water we use personally is either taken internally or used in connection with our food and in keeping our bodies and the things we use clean. We are, therefore, greatly dependent upon the condition of our water supply in



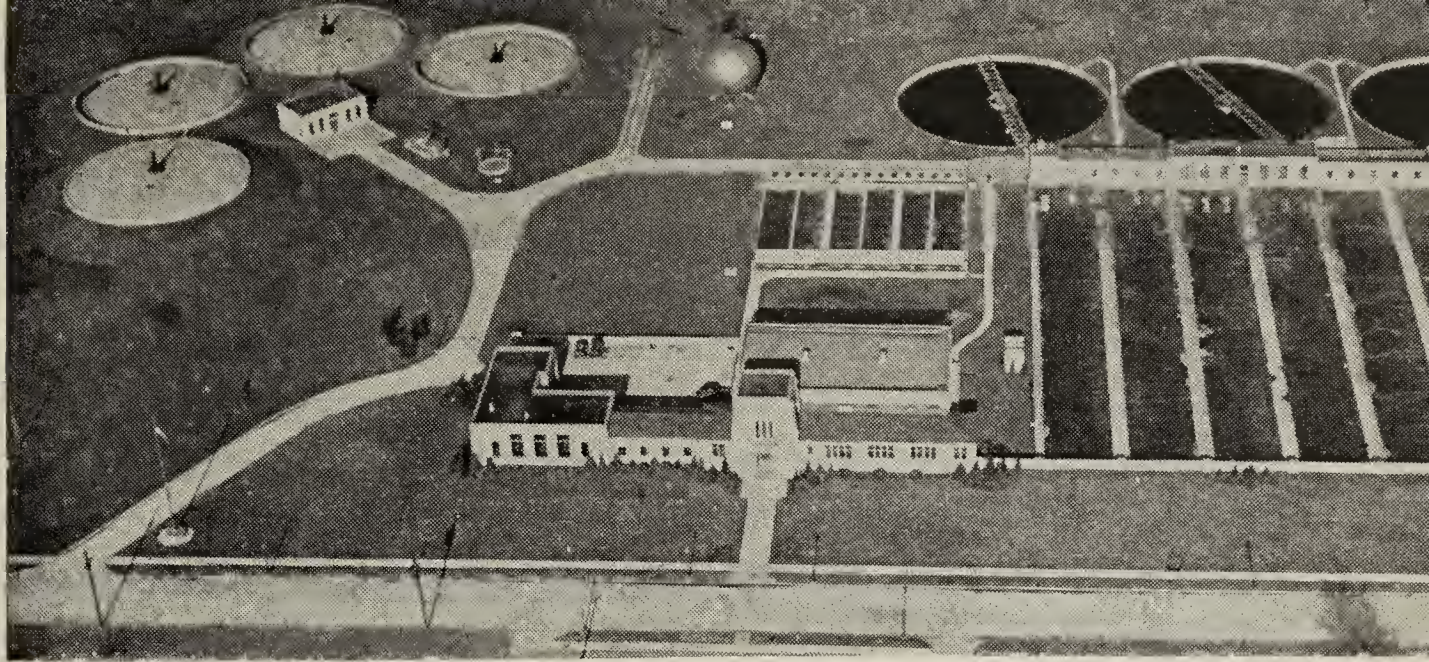
Colorado Wonderland Association

Safe water is essential whether its safety is assured by mountain heights or by hygienic control. The water supply of many cities comes from snow in high mountains far away.

regard to the security of our health. It is most important then that we have a safe, as well as an ample, water supply.

Safeguarding sources is a means of providing pure water. Water is obtained from streams and rivers, ponds and lakes, springs, cisterns, reservoirs, and wells. All of these depend upon the rainfall for their water supply. People in villages and on farms use wells, cisterns, and occasionally springs for their water supply. Safeguarding these sources is largely a problem of each family. People in towns and cities must obtain their water from larger sources. Safeguarding their water supply is a community problem.

What is the source of your water supply? Perhaps it comes from the river or a well. If conditions are safe at the point where the water is taken from the river or pumped from the well, will the supply be safe? Not necessarily; the river and the well both represent only steps in the water's travel. The water that falls as rain drains from the countryside into creeks which, in turn, feed the river; or it seeps into underground channels that feed the well. The purity of the water depends upon what has happened to it from the time it falls as rain until it comes from your faucet or pump. It may become badly contaminated in its travel. The pollution which is most dangerous is that of disease-producing bacteria. You may have at some time read in the paper a statement of the bacterial content of the water in your community or in some other one. It may have been at a time when a warning was being issued that the water was not safe; it may have been in connection with a statement of the fine sanitary conditions of the community; or it may have been in a regular annual or semiannual report of the community to its members. Many cities attempt to obtain safe water by inspecting the area whose rainfall furnishes them with their water supply. Perhaps somewhere you have seen such a sign as this: "Sanitary Area, No Campers." The city hopes through this sign to protect its watershed from pollution. Water taken from a river is often a source of supply but it, too, has its uncertainties, the most common one being that some city located farther up the river drains its sewage into the stream. Because of this pollution, it is not always possible for cities to obtain safe water from rivers. Other means must then be used.



Fort Wayne, Indiana, Light and Power Utilities

Planned disposal of waste is essential if health is to be safeguarded in urban centers. Waste is disposed of by such sewage treatment works as this one at Fort Wayne, Indiana.

Filtration is a method sometimes used. If you were to go to a plant in which this method of purification is used, you would find provision made for the water to run through beds of sand and gravel. The contact of the water with these small particles leads to the depositing of the organic material that has made it unsafe. You can easily see how bits of leaves or moss can be strained from the water. It is interesting to note that even the minute forms of vegetable life, such as bacteria, are also removed. A water filter for home use may be purchased. It consists of two tanks, one of which contains a porcelain filtering tube, and the other, a storage tank for the filter water. The filter is attached to the water faucet in the sink. Home filtration is not practical if the pollution is heavy, as it is not a sufficient measure to obtain pure water. In such case, testing of water by the state board of health is advised.

Treating with chemicals is another means. Have you ever drunk water that tasted of chemicals? Did you wonder why it had this peculiar taste? It is probable that either chlorine gas or bleaching powder had been added to the water to kill the bacteria known to be present. In case of flood, broken sewage mains near water lines, or other factors leading to pollution of the water, such chemicals are resorted to for safety. In some cities chemicals are used with filtration as a part of the regular treatment. If the water supply is good, the taste of the water need not be spoiled by the

chlorine. Most swimming pools use chemicals in the treatment of the water, even though the water is changed frequently and regularly.

If you were to travel in certain countries abroad where the cities have not yet accepted the responsibility for supplying safe water, you would find hydrants marked "nonpotable." This means that the water coming from these places is not fit for drinking. What measures would you then have to take to obtain safe water? Perhaps you might purchase bottled water; but even this might not be safe. It might be necessary to add chemicals to your water. In India, permanganate of potash is much used. Enough of this chemical is added to give a light pink tinge to the water, which is then allowed to stand some time before using. Sometimes the hypochloride treatment is used to make drinking water safe.

However, these methods are not advocated for general home use. If a person is to be exposed to possibly contaminated drinking waters, physicians now inoculate him with typhoid and paratyphoid vaccine which creates an immunity to these water-borne diseases.

Boiling, distilling, and using ultraviolet rays are further ways of making water safe. Perhaps boiling is more commonly used for water purification in the home than any other method. It is recommended that when such a measure is necessary the water be boiled for ten minutes and that it be kept covered afterward to exclude further contamination. Because boiled water has a flat taste, that which will be used for drinking purposes should be made cold before using. Distillation provides the most complete purification of all the methods. Because it converts the water into steam, which is then condensed back into water, all germs and other impurities are removed. This method, however, is not practical for large quantity use, so its use is limited. Ultraviolet rays are being used in some places for the purification of water. In this method the water is sterilized. That is, all living matter contained in it is killed by these powerful rays.

Certain tests indicate pure water. Most communities depend upon the examinations made by the state or city board of health to determine the safety of the water. This examination usually

includes a chemical analysis of the water and a bacteriological examination. In some communities this test is made regularly; in others it is made only upon request. However, frequent tests should be made, especially if there is any cause whatever to indicate the possibility of impurities in the water. If the chemical analysis of water shows the presence of organic matter, pollution from either animal or vegetable origin is suspected. A high percentage of salts indicates polluting materials such as sewage and trade wastes. Practically all water contains bacteria. The significance of the examination of the water rests upon the kind and number of bacteria found. The presence of the colon bacillus, normally found in the large intestine, indicates that the water is contaminated with wastes from the human body. Such contamination is alarming, as it suggests the possible presence of typhoid bacilli. Upon request tests will be made of the home water supply by the state board of health or the chemistry departments at the state colleges and universities.

For your thinking and doing .

1. What method does your community use to supply you with pure water? What method is used in your home for this purpose? How do you evaluate these methods?

2. *If you have city water in your home:* How often is the water tested in your community? *If you do not have city water in your home:* How is the water tested and how often?

3. Using suitable precaution, send a sample of water from a cistern, a well, or a swimming pool to the state bacteriologist for report.

4. Score the drinking fountains in your community.

5. Last summer in the city of Fairfield the water commissioner announced that the city water was unsafe. What means of making the water safe might be employed?

6. The well on the Brown farm has been declared unsafe because of the presence of colon bacilli. What sort of contamination does this indicate? What measures should the Brown family take to obtain safe drinking water? Can the water be used safely to wash the milk bottles and fresh vegetables? Why?

7. Cite examples of questionable home water supply.

8. Compare the water supply in your community with that in some other locality.

Problem 4. How do we have safe disposal of sewage and other wastes?

Poor sewage disposal is a menace to health. Sewage refers to the waste water and substances carried in water that are accumulated by man in the processes of living. It consists chiefly of sink, bath, and laundry water; excreta; and water from streets and industrial plants. As the most serious contamination of water comes from human wastes, the disposal of sewage, which is largely of this type, becomes most important if health is to be safeguarded. In early days when the country was sparsely settled the sewage disposal problem was not serious. As the population increased, the disposing of sewage became more difficult and complex. For example, as the sewage of New York amounts to more than a billion gallons daily, the problem of disposing of such enormous amounts without danger or offense becomes tremendous. All cities have similar problems varying only in quantity. On first thought it might seem that the problem of sewage disposal in New York City is simple. One might say that all that need be done is to drain the sewage into the Atlantic Ocean or the Hudson and East rivers. This was the method used at first, but as the city grew the pollution of the harbor and rivers became so great that the health of everyone was endangered. Even the beaches could not be used with safety for swimming. It has been necessary for New York City to use other means. Now disposal plants that destroy all of the bacteria and remove all solid material render the water safe regardless of where it may be turned. Adequate disposal of sewage is possible regardless of whether you live in a city, a village, or on a farm. Even though it is a difficult undertaking, scientists have developed effective methods. In general, these require treatment of the material in some manner to avoid the pollution of streams.

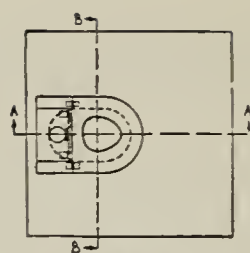
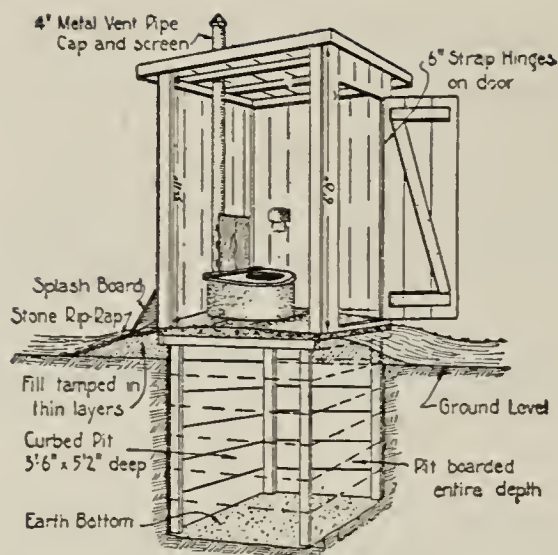
Disposal of sewage may be through dilution or by treatment. In many of the smaller towns human wastes are washed through the sewers by water directly into a neighboring stream. In the water the organic material is dissolved and the bacteria may be killed by such factors or agents as sunlight and oxygen. The stream is able gradually to purify itself if the sewage load is not

too heavy and if the nearest town depending upon the river for water supply is far enough away. Should the amount of sewage waste to be carried be in excess of the self-purifying power of the stream, treatment is necessary. In sewage treatment the solid matter is separated from the liquid and given special treatment that kills the bacteria present.

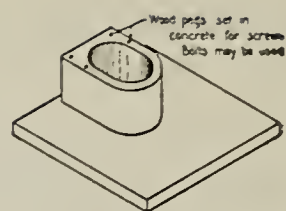
In many of the large cities the treatment proceeds in the following steps:

1. The sewage is collected into large cement or iron tanks, where the larger particles of material are removed either by allowing them to settle out or by screening them out. The sludge so obtained may be treated with chemicals and used as fertilizer or disposed of in some other manner. Some cities are burning it in incinerators.
2. The liquid from which this material has been removed may be passed on to other tanks for further settling and for decomposition of the solid substances it still contains.
3. The liquid from the tanks may be emptied directly into a lake or river. If further treatment is necessary to make the sewage liquid safe, it may be given by having the fluid flow over a bed of sand or small stones several feet deep, thus bringing it into contact with the air, or it may be sprayed from pipes to accomplish the same purpose. It is sometimes treated with chlorine or chlorated lime.

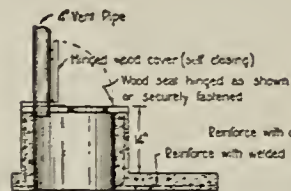
Farm and village sewage disposal presents difficulties. The provisions made for sewage disposal in villages and on farms are often inadequate because the responsibility is dispersed among many people. Then, too, the problem has not had the attention of great engineers, and the people have not understood the dangers involved. In rural homes where water is not available to carry off the waste, a satisfactory method is obtained through the protected or sanitary privy. This is an outside toilet, planned so that the body wastes are received in a tight vault, protected from flies, rats, and farm animals, but with ample provision for fly-screened ventilation and for emptying and cleansing. The seat of the toilet has a hinged



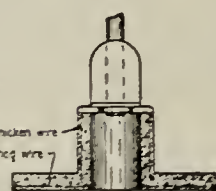
PLAN
Pit to be any suitable diameter
About 4'0" x 6'0"



ISOMETRIC
OF CONCRETE FLOOR AND
RISER



SECTION "A-A"



SECTION "B-B"

Kansas State Board of Health

These diagrams show detailed plans for a sanitary outside toilet.

self-closing seat cover and one screened opening beside the door to give cross ventilation. A study of the soil should be made before the privy is located. It should be as far as possible from any well, your own or a neighbor's. Even a distance of one hundred feet may not be safe in some types of soils. It should also be far enough from the house to protect the home from foul odors; indeed, odor should be reduced to a minimum by using a covering material, such as earth, sand, and lime or other good disinfectant.

Care should be taken in the disposal of the sink, bath, laundry, and other similar waste water. It should not be thrown out near the house, well, or cistern, but should be disposed of some distance from these where it will not make for unsightly and unsanitary conditions. A plan used by many families is to have this waste water carried by means of a drain pipe to a hole some distance from the house. The hole is filled with rocks forming a mound. Cucumbers or other vines are planted around the rock-filled hole, and as they grow they spread over it.

In homes where sufficient water is available for its operation, a septic tank should be used to dispose of the sewage. A septic tank is a large concrete tank built in the ground. Partitions of concrete have been made in it. This affords the solid matter of the sewage an opportunity to settle before the liquid in which it has been suspended passes from the first section into the second. Further

settling occurs between the second and the third or discharge tank. The passage of the sewage from one section of the tank to another is obtained by having the partition walls of different levels. Through use of the septic tank, a complete decomposition of sewage may be obtained by bacterial action before it is drawn off through the discharge pipe and allowed to soak away into the soil. Where there is no sewage system, an indoor toilet with water-borne disposal of waste into a septic tank is desirable for every detached house as the safest and most efficient method. At the present time ready-made steel septic tanks with partitions similar to the concrete ones can be obtained. Sometimes a cesspool is used in the place of a septic tank. It is similar to the tank but lacks the partitions. Often it is little more than a hole in the ground, 10 x 12 feet deep and 4 to 5 feet in diameter, and lined with stones. It is not nearly as satisfactory as the septic tank. The tank or the pool should be located at least 50 feet from the house. In either case the drainage should be away from the well and the house. The cesspool is not recommended if better disposal is possible.

Refuse, garbage, and other wastes must have proper disposal. Have you ever seen ash piles and rubbish heaps back of homes in the springtime and wondered how large the community refuse heap would be if all the year's debris were piled up? In addition to this discarded material, there is the further waste of garbage. We are told by an engineer that in New York City there are 1600 pounds of refuse and 200 pounds of garbage for each person each year. In villages and on farms the amount of refuse may be only 1000 pounds per individual yearly, and garbage may drop as low as 100 pounds. This refuse includes ashes, manure, and such rubbish as discarded tin cans, house furnishings, old papers, and dead animals. The attractiveness of many homes and communities is sadly marred by poor disposal of its waste. Such ugliness can be prevented only by adequate disposal of the trash.

Refuse constitutes a fire hazard. You may have known of a fire that resulted from careless piling of paper and trash in a basement or an alley. In many cities the fire inspector visits residences to prevent such an accumulation of waste. The unnecessary loss from fire runs into millions of dollars annually. Provision to elimi-

nate the fire hazard of combustible trash will help to lower fire losses.

Aside from unpleasant odors, unsightly appearance, and dangers of fire, poor disposal of these wastes may involve serious risks to health. In some communities, vacant lots become littered with tin cans that catch and hold rain water, thus providing ideal breeding places for mosquitoes. In a malarial infested community such a condition is a real menace to health. Piles of refuse provide breeding places for rodents and other animals and very soon undergo decay, thereby being host to countless bacteria. Disposal of garbage must be made frequently and regularly. In cities disposal is cared for by the city. In the villages and on the farms each family must make its own disposal of the wastes of the home. A manure pile is another bad type of accumulated wastes. Like garbage it affords an excellent feeding and breeding place for flies. No fly campaign can be successfully handled until the manure piles are eliminated or treated and safe garbage disposal provided.

The home and community should make proper disposal of refuse, garbage, and other wastes. Much of the refuse from the home can be burned and should receive this treatment. It can be done either at home or in the place that is some distance from the home or town and provided especially for this purpose. It should be of such a nature and so located that it is not unsightly or harmful to others. Garbage should be disposed of daily from the kitchen and from the yard can at least two or three times per week. In many communities garbage is collected by the city and fed to hogs, as is commonly done on farms. In large cities incinerator plants are installed. These dispose of the garbage and refuse by burning. Incinerators are also made for home use and many of the homes being built now are provided with them. Thus the family's problem of waste disposal is greatly simplified through their use. Even in the small town or village no one person by himself can obtain adequate waste disposal. The community must set up the machinery and finance the activity. Yet no community can have complete satisfactory waste disposal without the full cooperation of its citizens. The homemaker is particularly interested in this and should concern herself with the matter.

For your thinking and doing

1. Evaluate the methods of disposal of sewage, garbage, trash, and other refuse used in your community. Make suggestions for the improvement of these.

2. Show how sewage disposal is a more complicated problem in a city than in a village; show how proper disposal may be more difficult to have in a village than in a city.

3. Make a plan for clean-up week in your community.

4. Last week the town of Hillside had a serious fire that started from trash in an alley. How could this have been prevented?

5. The city of Burnham has made a complaint against the city of Charleston because the latter empties its sewage into the river that supplies Burnham with its water supply. What method can Charleston use that will not be a menace to the city of Burnham?

6. The village of Parkville has an epidemic of typhoid fever that the physicians say is due to bad sewage disposal. What can this village do to prevent a repetition of the epidemic?

7. A certain family throws its garbage and refuse into the alley. Last week some of the neighbors filed a complaint, and the city officers forced the family to change its method of disposing of garbage and waste. How did the neighbors register their complaint? What satisfactory methods of disposal could be used?

Problem 5. How do home and community share in preventing and controlling disease?

The home and community both have important parts in the prevention and control of disease. However, their responsibilities in the matter are somewhat different. Those of the home are concerned largely with the individual family members; those of the community with the families as a whole, and also include those that are beyond what the home can assume alone. The home is responsible for the food, shelter, clothing, and family life of its members and the sanitary conditions under which they live. All of these have an important bearing upon the prevention and control of disease. The home is also responsible for keeping the members well and protecting them from the ravages of disease. It must also help them to know how to keep themselves in good health



U. S. Public Health Service

Public Health Service officials at Washington keep a close check on the trend of communicable diseases.

and to live wisely and safely. In case of illness, the home must see that proper treatment and care are given and that those not sick have adequate protection from the disease. The home must also help the community, state, and nation in their efforts to prevent and control disease.

The community has the responsibility for providing a means by which all families must follow somewhat the same practices in the prevention and control of disease. Thus the family that is eager to keep its members from having a contagious disease can be protected from the bad practices of the family that is indifferent or ignorant. The community is also responsible for establishing standards in preventing and controlling disease and providing means of educating the people in regard to these. Some homes are unable to assume even those responsibilities for health that normally belong to them. In such cases the community must help them in this matter. Just as the home needs help from the com-

munity in preventing and controlling disease, so does the community need assistance from the state and nation. Many of the problems are too large for even the community to solve alone. The home, community, state, and nation must all work together if illness and poor health are to be lessened and good health is to prevail.

Free clinics of various types are held in many communities. Sometimes these are in connection with the schools, especially those of a general health nature. States and communities that require an annual thorough physical examination, including a dental one, usually do it through the school. Such health clinics are helpful to the parents and the community in the early discovery of tuberculosis, heart diseases, kidney ailments, and similar illnesses. Although, as a rule, no general health examinations are given to the adults at the community's expense, various special clinics are held for both children and adults where free examination for certain diseases or conditions is given. These are usually financed by the cooperative efforts of the local community, the state, and the federal government. Frequently such agencies as the American Red Cross and the National Tuberculosis Association help in maintaining them. Among these special ones are the maternity and infant clinics and those for crippled children, many of whom are victims of infantile paralysis. Special clinics are held for heart ailments, venereal diseases, cancer, and tuberculosis. Tuberculosis clinics were the first of special ones to be held and are perhaps the most common service of this type. In some states these clinics are held twice a year; in others more frequently. Through them specialists work with local physicians in the diagnosis and treatment of this dread disease. An important feature of the clinic is its educational effect upon the community.

Vaccination of school children is required in many communities. Smallpox is always the first disease included in such a ruling. Children whose vaccination appears to have been unsuccessful and children who have never been vaccinated are required to have this treatment before they are admitted to the schools in these communities. Some towns wait until a case appears and then make the requirement. The incidence of smallpox and its severity, once

the most dreaded of all diseases, have both been greatly lessened by the requirement of vaccination. Smallpox is not the only disease for which general treatment is required. In many communities children are given the Schick test to determine their susceptibility to diphtheria. Those lacking immunity, then, are given borrowed immunity by treatment with toxin-antitoxin for this disease. Vaccination for typhoid is sometimes required, especially in times of an epidemic. Most private schools whose pupils come from a distance and live in the school require vaccination for typhoid. Free vaccines and serum treatments for smallpox, typhoid, diphtheria, and other contagious diseases are offered in many cities and states.

Isolation and quarantine regulations are made. Only as the community and state make and enforce rules and regulations for isolation and quarantine can the control of contagious diseases be made effective. Here it is that the cooperation of every person and home in the community is absolutely essential. Without this, quarantines and isolations will not safeguard the health of the people. The community employs a health officer to control disease. Posting signs upon people's houses does not serve as magic to keep the disease from spreading if people pass in and out in complete disregard of the warning. Health publicity, however cleverly planned, that fails to bring to the home a sense of its responsibility does little for a community, even though it be an excellent pastime for the health officer.

The following measures are suggested as desirable cooperation for a home to offer the community in the control of contagious diseases:

1. In case of suspicious symptoms, call the physician.
2. Do not persuade yourself that the disease is merely a "rash" or "only a cold" because you fear the inconvenience of quarantine.
3. When isolation or quarantine is declared, follow the rules strictly.
4. Be frank with the physician concerning the appearance of the symptoms and manifestations of the disease.

An early release that costs an illness or possibly the life of some other person is obtained at a costly price. People need to understand that isolation and quarantine regulations are made, not to help the people who are sick, but to safeguard those who are well. If the realization is brought to the community that the well-being of all people counts far more than the convenience of a few, surely the cooperation of the homes can be gained. Then, and only then, will the control of communicable diseases be possible.

Help is sometimes needed by families in the prevention and treatment of disease. This is especially the case with families having low incomes. It is not enough merely to diagnose the illness and say what should be done. Some means of treating it must be provided. Neither is it always sufficient to say, "You are underweight. Your diet is poor. You need to eat more food of the right kind." If the family has no money with which to buy milk, fruits, or other essential foods, there will be little or no change in a person's health condition. There must be some means of providing this food. Studies show that the health condition of families with low incomes is much poorer than that of families with incomes classed as moderate and above. There is much more illness in poor families than in the others. Poor food, general living conditions, and inadequate home and medical care are among the chief causes of the poor state of health of these families. Such families must have help if their health is to be brought to normal. Communities have not ignored the situation altogether but have not been able to do what should be done. States have helped and the federal government has, too. The furnishing of entire lunches and supplementary ones, as needed, to school children; the supplying of food to families; the provision of clinics, hospitals, and medical care for children and adults; and slum-clearing projects are examples of measures designed to help. However, what has been done has been limited and inadequate. Much more needs to be done. Many believe that the federal government should take more responsibility for the prevention and control of disease and in safeguarding the health of its people. To do this adequately requires large expenditures of money, but so does illness. If health

is our greatest asset, then it is possible that no expenditure may be too great to obtain it.

For your thinking and doing

1. What are the isolation and quarantine regulations in your state and community? How effectively are these regulations enforced?
2. What does an isolation or quarantine cast on a neighbor's house mean to you? What does one on your own house mean to you?
3. Select six contagious diseases. What is the time of quarantine for each? What are the possible aftereffects of these diseases? How might the aftereffects in each case be prevented?
4. Compare milk delivery in your community with that in some other community in your state. How does delivery in your community differ from that in some other countries? What relation would these methods of delivery have to the spread, control, and prevention of disease?
5. In today's paper there is a notice, "Free Tuberculosis Clinic, Tuesday and Wednesday, at the City Hall. Held by the State Board of Health." What does this mean? Why is such a clinic held by the state board of health? What other clinics are sometimes held in your community? In your state?

Problem 6. What are the interest and responsibility of the home and community toward health?

The home and community desire their members to be happy and efficient. Good health is basic in obtaining happiness and efficiency. Little joy and satisfaction can be had if one is ill in body and mind. To be well and to feel well are vital in being happy. Cheerfulness, laughter, and vigorous activity are indications of both health and happiness. On the other hand, lack of energy, weariness, and defeat are indications of both ill health and unhappiness. Happy and contented individuals are rarely found with these latter qualities. The community needs citizens with the other characteristics. Good health helps make efficient people. Both the home and community need this type of individual. A person who is ill or ailing cannot be efficient. He is unable to work to his possible capacity, and cannot do his work in the best manner.

The demands upon people are so heavy and competition is so keen that inefficient workers are able to accomplish little for themselves or their homes. The frequent remark, "Believe me, this is a man's job," indicates the demands a certain piece of work makes on the individual. It is a matter of concern both to the home and community that members of these groups be able to carry their full share of work and responsibility. No community or country can have great achievements if its citizens are ill and lack good health.

Ill health is expensive. Its cost is measured in terms of money expenditure, of energy expenditure, and of ability to produce and enjoy. The cost of ill health to the individual, to the family, and to the community is great and frequently cannot be exactly estimated. You probably know of a family in which all the possessions and earnings were required to care for a member who was ill. In addition to this, there was the loss in earning power of the sick person, as well as some loss for those who must care for the sick. Frequently, the community must share in the expense of ill health in its members. This is especially true when the individual's means are inadequate or lacking. The community has no source of income except from its citizens. Consequently, they must pay for the illness of such persons. The cost in money is not the only way in which a community must pay for ill health among its members. The depression that follows a widespread epidemic is felt in every home, whether it was touched by the illness or not. Also, perhaps to a lesser extent, the long-continued illness of one person may cast a cloud over the pleasures of many people.

The home and community are dependent upon their members. There is an old saying that "the home is no better than its members, and the community, state, or nation is no better than its homes." This can well be applied to health. No home, community, state, or nation can be rated high on its health condition unless its members are in good health and follow desirable health practices. For example, a person should keep himself clean, and before handling food or after coming in contact with excreta and other body wastes, he should wash his hands thoroughly. He should cover a sneeze or cough with a handkerchief and keep his fingers

and other objects out of his mouth. He should bathe and change his clothing frequently and put his soiled clothing in a sanitary place provided for it. He should keep his room and its furnishings clean. He should help in keeping the family's house and premises clean and in a sanitary condition. Further, he must do his part to have a clean and healthful community. He must cooperate in obeying the laws of the community, state, and nation that are concerned with sanitation and health. He has a further responsibility that rests on every citizen to see that such laws are enforced. Perhaps you have seen a man spit on the sidewalk or in a streetcar, or a girl throw a banana peel into the street. Such persons are doing little for the health of the community.

Health, though first an individual affair, is to a large extent a concern of the home and the community, the state and the nation, and should not be overlooked nor neglected by them. Ill people cannot make a strong nation. The world's work today requires people in the best of health. All persons and groups must work to make this possible for every one in our land.

The interest in health is increasing. This is true for the individual, the home, the community, the state, and the nation, which is most encouraging. People are realizing more and more the necessity for and advantages of good health. There was a time when it was boastfully said, "Nobody cares about health but the doctors and sick folks." This is no longer the case, for most, if not all, people everywhere are interested in health. The organizations and agencies that include maintaining of health as one of their chief goals are numerous. The research that is being carried on in the quest on ways and means to foster health is extensive. Both private and public agencies are working on health problems. No doubt one of the reasons for the great interest in health is the knowledge that good health is possible for all of us and that it is our responsibility to obtain it. As long as the condition of health was accepted as an inevitable gift or punishment from a kind or cruel Providence, little interest in health could be aroused in an individual or in groups.

The present interest in health should be continued and further increased. Though the past twenty-five years have seen great

progress in the improvement of health, only a beginning has been made. As long as there are millions in our country who do not have good health and cannot by themselves obtain it, the final solution to health problems is nowhere in sight. However, in the last forty years the death rate in our country has dropped from seventeen to slightly less than eleven deaths among every thousand people, and the life expectancy at birth has increased eighteen to twenty years.

The home must help its members to have good health. It must not leave them alone with the responsibility, since there is much in the way of health that an individual cannot do for himself. The home must provide him with a good home and family living. It must have good standards for health to guide him in his personal ones. It must furnish him the needed facilities for building good health. It must help him form good health habits. It must help to prevent his illness and, when such occurs, help him to make a speedy recovery.

The family is especially responsible for carrying on sanitary practices within the home which are fundamental to good health. The care of the house and furnishings; the care of the food, dishes, and utensils; the care of pets; and the personal care and habits of the family members all determine the standard of sanitation that is maintained in the home. The family has a responsibility in cooperating in the enforcement and obeying of the laws of the community, state, and nation that make good sanitary conditions possible. Only as there is an understanding on the part of all families in the community of the sanitation projects that are being undertaken, can success be insured. Many essential sanitary measures cannot be carried out at all in a community unless there is family cooperation. Especially is this true in the disposal of refuse, garbage, and other wastes.

Cooperation of the home with the community, the state, and the nation in their efforts to protect and promote the health of everyone is essential. Some homes are able to meet this responsibility in a satisfactory manner, and some homes are not. Consequently, certain ones must have aid. Such homes must look to the community or some of the agencies within it for this. If the



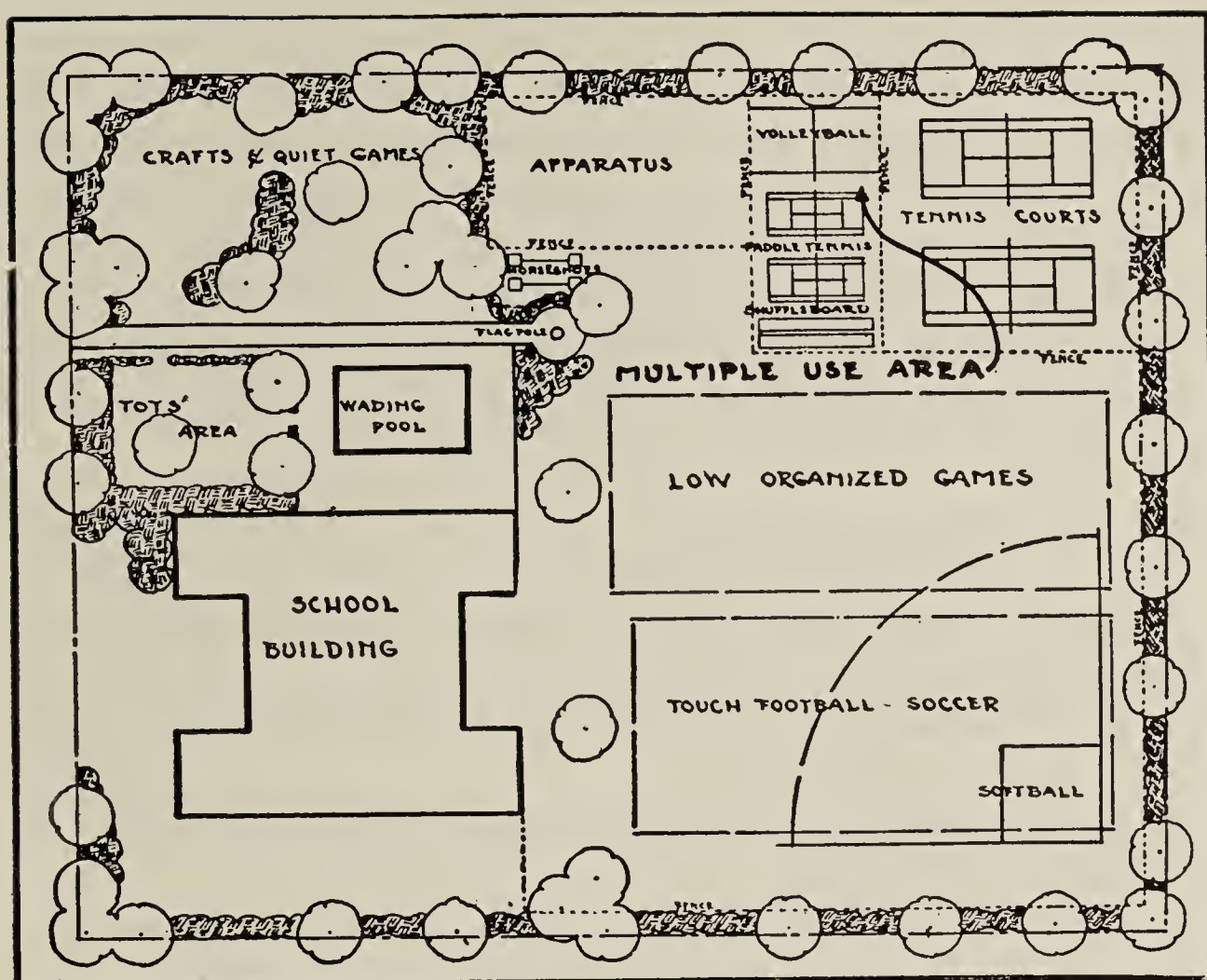
Allegheny County photo, courtesy National Recreation Association

Communities accept the provision of such recreational facilities as this swimming pool as one of their responsibilities.

problem is too big for the community alone to solve, the state and nation must help.

The community also has a responsibility for good health. Many things over which the home has little control affect the health of people. Chief among these are migrating seasonal jobs, bad housing and living conditions, inadequate food, poor homes and community sanitation, lack of health regulations and their enforcement, lack of adequate medical care, and ignorance. Many of these are related and most of them go hand in hand. Obviously the removal or relief of any of these cannot be done by a person or the home alone. Here the community must do what it can and then be further aided by the state and nation.

Many times the individual and the home are interested and desire good health and good conditions for it in the community, but the problem is such that the responsibility for its solution must be assumed by a larger group or agency. Already we have mentioned that the providing of a safe water supply and the safe disposal of sewage, refuse, garbage and other wastes are mainly community responsibilities. The protection of our food supply depends much upon the community. The passing of laws and



National Recreation Association

This plan for the development of elementary-school grounds suggests how a five-acre site may be designed for the use of both school and the community.

regulations regarding the production and marketing of meat, milk, and other dairy products; vegetables; and fruits are definitely a community responsibility. Others that come within their jurisdiction are those dealing with the sanitation of hotels and restaurants, public buildings, drinking fountains, rest rooms and toilets used by the public, beauty parlors and barber shops, and swimming pools. In some communities certain requirements for ventilation, heating, and lighting are set up. Most all communities prohibit spitting on streets, in public conveyances, and in buildings.

The solution of our health problems is not an easy one, and many people are giving thought and effort to it. Research is being carried on that more may be learned about the prevention and cure of disease. Improved sanitary measures are being adopted and put into practice throughout our country. The schools are giving

instructions in health and helping their pupils and students to put them into practice. Such instructions are also being provided by the schools and other agencies for people not in school. Various ways of supplementing family incomes are being tried in the way of grants of money, commodities, and services. Many governmental and private agencies are at work in various ways on the health problem. The responsibility for health is great and must be shared by the individual, the home, the community, the state, and the nation.

For your thinking and doing

1. What are evidences of the interest or lack of interest in health by your community?
2. Do you regard your community as a healthful place? Upon what do you base your judgment?
3. What is being done to improve health in your community? In your state? In our nation?
4. Name some ways in which your family can improve the sanitation of your home. Name some ways in which the sanitation of your community can be improved.
5. Mrs. Lander says that health is a person's own business and that the community, state, and nation should do nothing about it. What arguments would you present for the opposing viewpoint?

Unit Activities

1. Make a study of your community:
 - (a) Take an inventory of the provisions your community makes for its members: protection, conveniences, education, recreation, and spiritual inspiration and guidance.
 - (b) Explain how the provisions differ for children and adults.
 - (c) Decide what further provisions should be made and how the community can do it.
2. Participate in a planned clean-up week in your community.
3. Inspect the alleys, reporting the trash, refuse, manure, and garbage piles that constitute a menace. Prepare for your local paper an article on the conditions found, endeavoring to obtain cooperation and to avoid offending citizens.

4. Inspect outside toilets and report the conditions which make any of them a health menace.

5. Make a survey of your community, listing the unsatisfactory health conditions that should be remedied.

6. Make a health study of your community for the past year, including the contagious diseases and epidemics which have occurred. Ascertain from several physicians the extent of noncontagious diseases and how some might have been prevented.

7. Estimate the cost to the family for a child who has a contagious disease, such as diphtheria, typhoid, or scarlet fever. For a member who has a noncontagious illness, such as appendicitis, nervous exhaustion, or stomach ulcer. How can expense be cared for? What problems might the family meet in caring for these added expenses?

8. Estimate the total cost for the past 12 months of various common diseases in your community to the individual and his family; to the community.

9. Make a report of the health conditions in the United States according to the publications of the United States Public Health Service.

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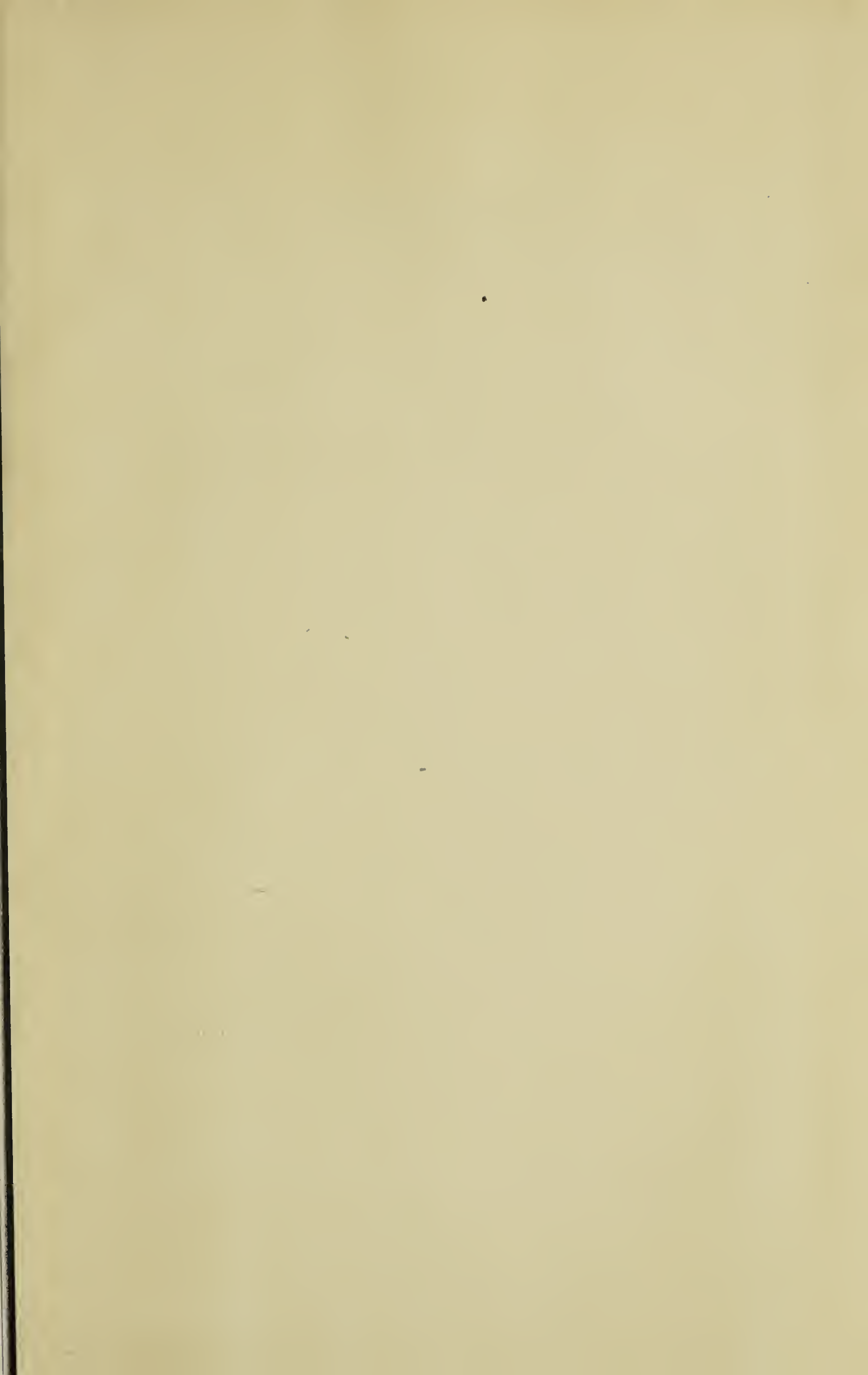
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